

1972

1972-1973. Catalog.

Hope College

Follow this and additional works at: <http://digitalcommons.hope.edu/catalogs>

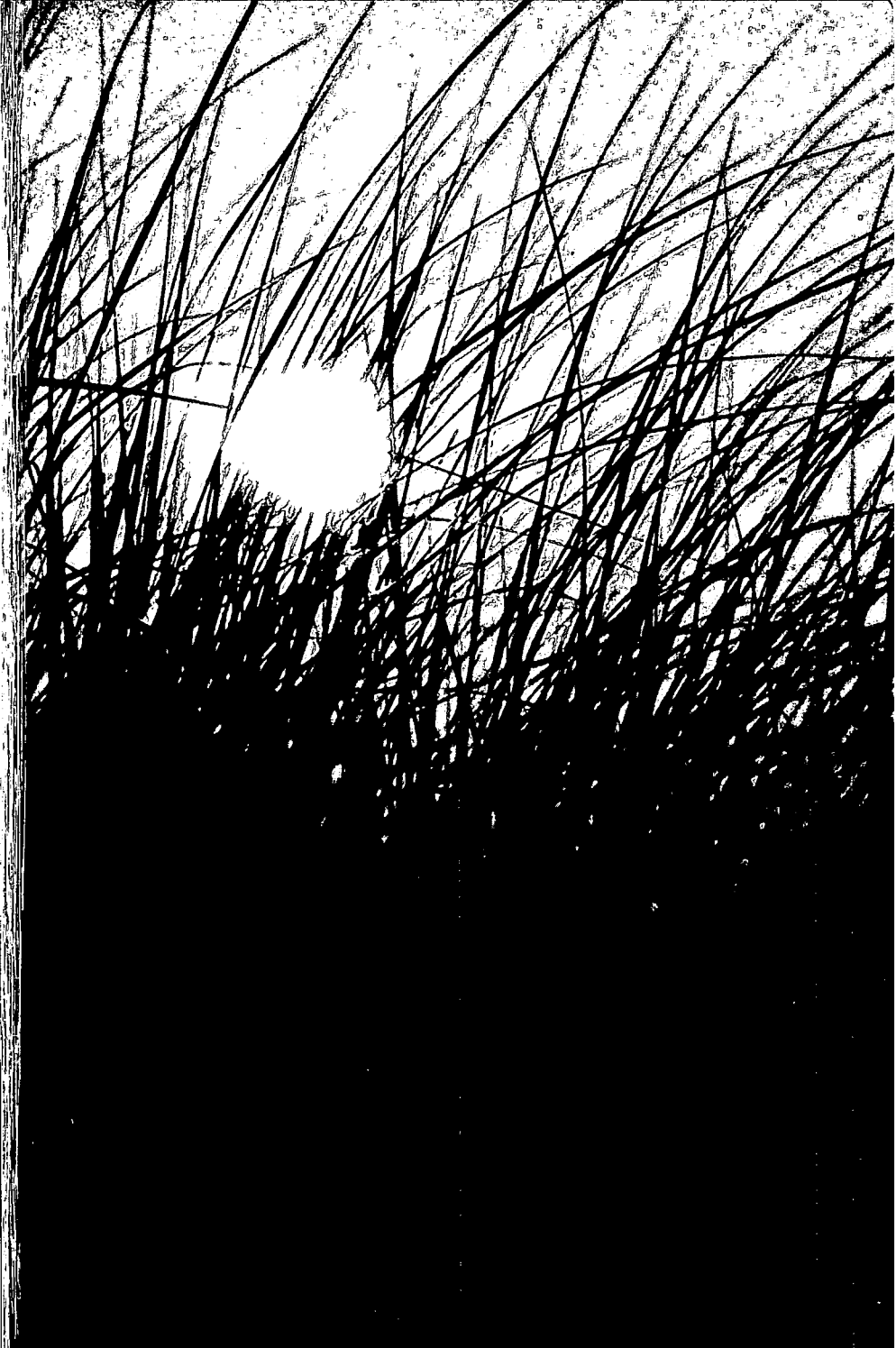


Part of the [Archival Science Commons](#)

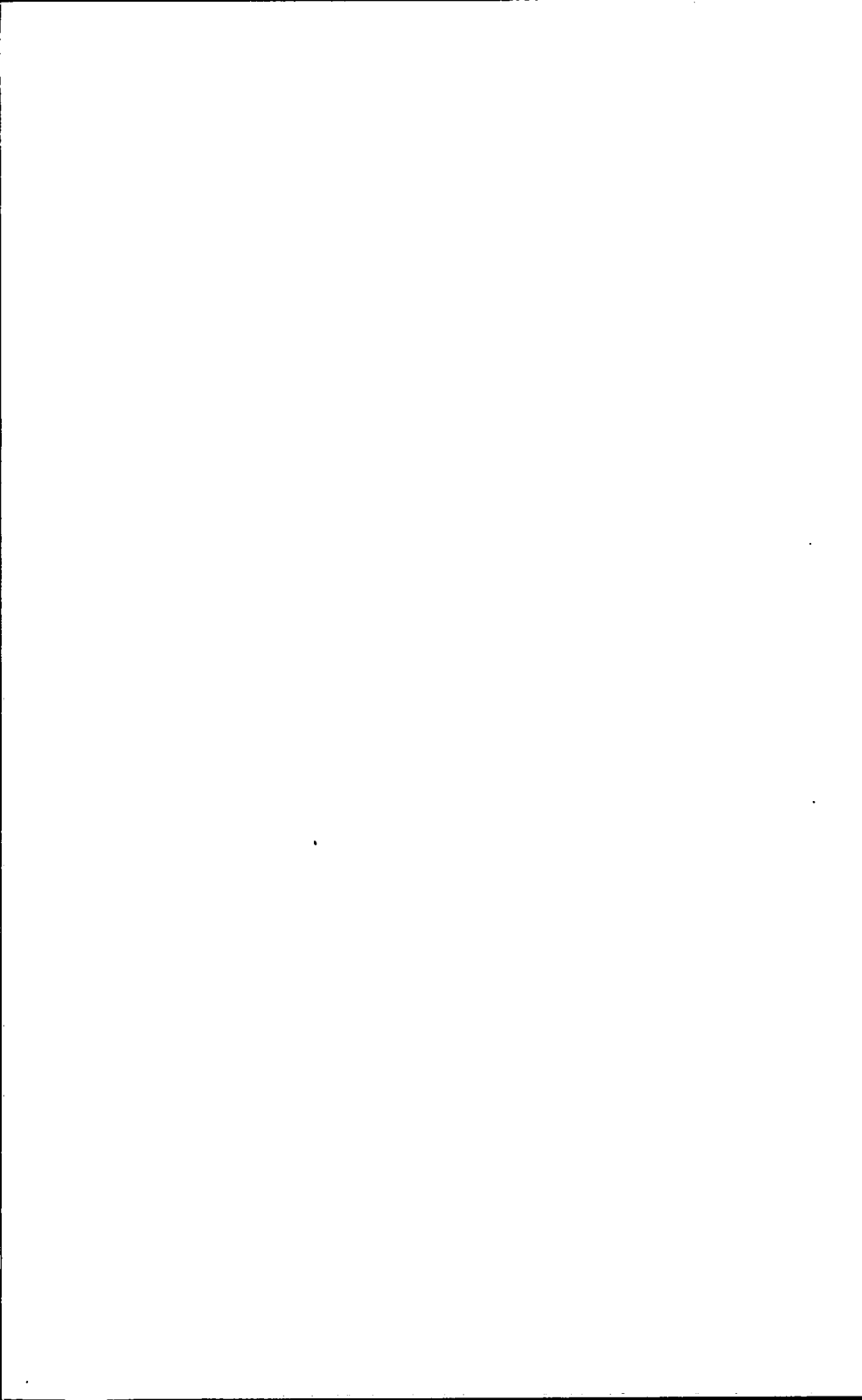
Recommended Citation

Hope College, "1972-1973. Catalog." (1972). *Hope College Catalogs*. 149.
<http://digitalcommons.hope.edu/catalogs/149>

This Book is brought to you for free and open access by the Hope College Publications at Digital Commons @ Hope College. It has been accepted for inclusion in Hope College Catalogs by an authorized administrator of Digital Commons @ Hope College. For more information, please contact digitalcommons@hope.edu.



HOPE COLLEGE 1972-1973 CATALOG



HOPE COLLEGE / HOLLAND, MICHIGAN 49423
TELEPHONE: 616/392-5111

VOLUME NO. 10

*a four-year coeducational liberal
arts college affiliated with the
Reformed Church in America*



Published: May 15, 197

COLLEGE CALENDAR FOR 1972-73

Fall Semester (1972)

August 25, Friday	Faculty Conference
August 26, Saturday	Dormitories Open for Freshmen; Freshmen Orientation Begins
August 28, Monday	Dormitories Open for Upperclassmen; Freshmen Orientation Continues
August 29, Tuesday	Registration; Formal Convocation (Evening)
August 30, Wednesday	Classes Begin 8:30 a.m.
September 14, Thursday	Last Day to Enroll for Credit; Last Day to Drop Courses
October 13, 14, 15, Fri.-Sun.	Homecoming Weekend
October 18, Wednesday	Fall Recess Begins—4:20 p.m.
October 23, Monday	Fall Recess Ends—8:00 a.m.
October 27, Friday	Mid-Term Grades Due
October 27, 28, 29, Fri.-Sun.	Parents' Weekend
November 3, Friday	Incompletes from Second Semester '71-'72 Not Made Up Become "F"
November 13, Monday	Last Day to Withdraw from Courses With a "W" Grade
November 22, Wednesday	Thanksgiving Recess Begins—4:20 p.m.
November 27, Monday	Thanksgiving Recess Ends—8:00 a.m.
December 1-15, Friday-Friday	Registration
December 16-21, Sat.-Thursday	Semester Examinations

Spring Semester (1973)

January 15, Monday	Registration for New Students
January 16, Tuesday	Second Semester Classes Begin—8:30 a.m.
January 30, Tuesday	Last Day to Enroll for Credit; Last Day to Drop Courses
March 12, Monday	Mid-Term Grades Due
March 26, Monday	Incompletes from First Semester '72-'73 Not Made Up Become "F"
March 29, Thursday	Last Day to Withdraw from Courses With a "W" Grade
March 29, Thursday	Spring Recess Begins—4:20 p.m.
April 9, Monday	Spring Recess Ends—8:00 a.m.
May 4, Friday	May Day—Classes Dismissed 12:20 p.m.
May 7-11, Monday-Friday	Semester Examinations
May 12, Saturday	Baccalaureate
May 13, Sunday	Commencement

May Term

14 Days of Classes Including Examinations—Intended primarily for concentrated course offerings, field trips, special projects and independent study projects.

May 14, Monday	Registration & Payment of Fees
May 15, Tuesday	Classes Begin
June 1, Friday	May Interim Session Ends



Hope College in brief . . .

Over one hundred years ago, Dutch pioneers, seeking new opportunities in a young America, established an academy on the eastern shore of Lake Michigan. Battling hostile forces in an untamed land, they were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. Today this school is Hope College, a distinguished and distinctive liberal arts, four-year, undergraduate college, affiliated with the Reformed Church in America. Its great religious heritage is expressed through a dynamic Christian community — students and teachers vitally concerned with a relevant faith that changes men's lives and transforms society.

The curriculum offers a variety of courses in 23 major fields. The College has long been known for outstanding pre-professional training. Each year most graduates go on to further study in the leading graduate schools here and abroad, or enter directly the teaching and other professions.

Hope College is fully accredited by the North Central Association of Colleges and Secondary Schools, The National Council for Accreditation of Teachers Education; it is approved by the American Association of University Women and the American Chemical Society, and it is a member of the National Association of Schools of Music.

Students may attend the Hope College Vienna Summer School. They may choose to enroll for a semester or a full year's study in Europe. Through the Washington Semester Plan, superior students may study 5 government and politics in Washington, D.C. Membership in the Great Lakes Colleges Association enables Hope students to study in Scotland, Mexico, Colombia, Japan, and the Near East, the Far East, and Africa. Globally oriented, Hope supports the Civil Rights Act of 1964, adopted by the Federal Government and, as it has throughout its history, admits young men and women who desire a Hope education, without respect to race, color, or national origin.

Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams in all major sports. An active intra-mural program is also encouraged. Lake Michigan beaches are less than fifteen minutes away and facilities for both water and snow sports are close by.

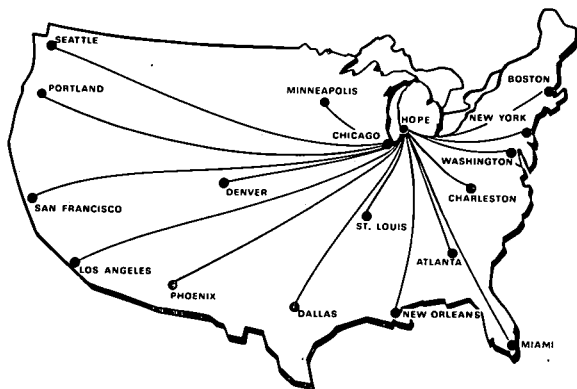


TABLE OF CONTENTS

COLLEGE CALENDAR	3
THIS IS HOPE COLLEGE	9
COLLEGE RESOURCES	15
THE HOPE COMMUNITY	28
ADMISSION TO HOPE	50
FINANCIAL AID TO STUDENTS	54
STUDENT EXPENSES	64
THE DEGREE PROGRAM	66
GENERAL ACADEMIC REGULATIONS	77
ACADEMIC SESSIONS	83
THE CURRICULUM	
<i>Art</i>	93
<i>Biology</i>	98
<i>Chemistry</i>	102
<i>Communication</i>	108
<i>Economics and Business Administration</i>	113
<i>Education</i>	119
<i>Education and Library Science Program</i>	125
<i>English</i>	126
<i>Foreign Languages</i>	132
<i>Geography</i>	143
<i>Geology</i>	144
<i>History</i>	149
<i>Interdisciplinary Studies</i>	154
<i>Mathematics</i>	159
<i>Music</i>	165
<i>Philosophy</i>	173
<i>Physical Education</i>	178
<i>Physics</i>	182
<i>Political Science</i>	188
<i>Psychology</i>	192
<i>Religion</i>	197
<i>Sociology</i>	202
<i>Theatre</i>	206
PRE-PROFESSIONAL PROGRAMS	214
DIRECTORIES	
<i>The Board of Trustees</i>	222
<i>The Faculty</i>	223
<i>Administrative Staff</i>	241
<i>Women's League for Hope College</i>	246
<i>Alumni Association</i>	247
APPENDIX	
<i>Intercollegiate Athletic Program</i>	250
<i>Accreditation</i>	250
<i>Honors and Awards</i>	251
<i>Enrollment Report (1971-72)</i>	255
<i>Glossary of Terms</i>	256
<i>Campus Map</i>	257
INDEX	258



This is Hope College . . .



HOPE

occupies a special place in the vast array of educational opportunities in the United States. It makes its contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. For more than a century, Hope has cherished the conviction—as it does today—that life is God's trust to man, a trust which each of us is called to activate personally by an insistent concern for intelligent involvement in the human community and its problems.

Hope's reason for being is each individual student; its purpose is the growth and development of each student as a competent, creative, compassionate human being; its design is to provide full opportunity for the fulfillment of each individual student, not for his own self-gratification, but for what he can give to others in service to God and man.

Hope College holds that a vital faith is central to education and to life—that faith provides both the incentive and dynamic for learning and living.

HOPE WELCOMES

able young men and women of all social and economic levels. It is interested in students who sincerely seek to enlarge their minds, to deepen their commitment, and to develop their capacity for service.

HOPE PROVIDES

an adventure in learning and living, not alone for knowledge and wisdom, but for understanding, for meaning, and for purpose.



As partners, in this seeking and searching fellowship; Hope students find a sympathetic faculty of professionally distinguished scholars. They have a genuine concern for the total development of every individual student. Hope's finest teachers are honored to teach elementary as well as advanced courses. Independent work on a highly personal basis is encouraged..

Hope offers a well equipped and friendly environment. Campus life centers about residence halls which serve as social centers for meals and conversation, and provide congenial surroundings for students to learn from one another. The diversity of student backgrounds, geographic and ethnic origins, and a wide range of personal interests add variety and richness to the group living experience.

Myriad co-curricular activities and cultural events attract almost every student on campus and provide rich opportunities as laboratories for leadership. The total Hope experience is designed to engender a lifelong love of learning.

HOPE PREPARES

men and women who are persons in their own right—uncommon men and women who have a personal dignity based on intelligence, a profound sense of responsibility, and a deeply rooted faith. For more than a century, Hope has sent to the four corners of the world alumni who have enriched their professions and humanity far out of proportion to their numbers. Her graduates aim to go beyond specialization toward a synthesis of all learning into a life of meaning, purpose, and commitment.





FACULTY — Men and women of high scholastic attainment and of deep concern for the growth and development of students, Hope's faculty insure the quality education which has long been the hallmark of Hope College.

All Hope's faculty members serve not only as teachers, but as counselors, advisors, and friends to students. Outside the classroom they contribute to the intellectual vitality of the campus through evenings with students in their homes, "bull sessions" in residence halls, essays in the *anchor*, and many informal contacts with students. Hope's faculty, which includes 147 full-time faculty members and 20 part-time faculty members, is drawn from 66 different universities and colleges. Faculty professional activity is encouraged and during 1970-71 ninety-seven books and articles were published by the faculty, more than two-thirds of whom hold completed doctorates or other terminal degrees.

12

CURRICULUM — Hope's educational program offers a variety of courses in 23 major fields. Within and through this educational program, Hope is concerned with developing intellectual discipline and a fellowship of inquiry. The curriculum is described in detail in a later chapter.

Hope is concerned that each student achieves intellectual development through the offerings of the various departments. For those students with unusual academic maturity, the following challenging programs have been designed:

- Honors courses in the freshman and sophomore year
- Independent and tutorial study during all four years
- Research opportunities for all students in all disciplines through the Washington Semester Program gives students an opportunity to study government and politics in Washington, D.C.
- Area and Language Programs at GLCA Member Colleges permit Hope students to make arrangements for studying a number of critical languages.





THE COLLEGE RESOURCES

For over a century Hope College has served as a major and valuable source for the discovery, inspiration and education of young scientists. Through the development of a unique science curriculum Hope will continue to remain in the forefront of scientific education. Hope College was chosen to be one of twenty colleges, out of three hundred colleges screened, to share in the Alfred P. Sloan Foundation experiment in the teaching of science. A Sloan grant of \$375,000 is providing Hope with an exciting opportunity to experiment with entirely new concepts in science teaching, concepts which cut across interdisciplinary lines and offer challenging new techniques for learning.

This is the third time, since 1967, that the College was singled out for large grants. Two more recent grants are a \$276,100 grant from the Research Corporation and a \$130,300 grant from the National Science Foundation.

Throughout its history, Hope's pre-professional programs of study have launched a great number of outstanding doctors, dentists, lawyers and ministers on their way to successful careers. The pre-professional programs of study at Hope include the areas of medicine, dentistry, law, business, social work and theology. Furthermore, a 3-2 engineering program has been established in conjunction with the University of Michigan (Ann Arbor and Dearborn), Michigan State University and the University of Southern California.

SCHOLARSHIPS, HONORS, AWARDS — Each year a number of Presidential Scholars are selected from the ranks of enrolled freshmen. Other scholarships, grants-in-aid, loans, and campus employment are also available to Hope students. Graduation honors, senior honors, and several special awards for outstanding work or unusual merit are presented each year at commencement.

INTERNATIONAL EDUCATION — The scope of the College's involvement in international education is a broad one offering many opportunities to students. Its home campus program is globally oriented. Its overseas program offers the intellectual challenge of foreign academic experience at several campuses in Europe, Latin America, the Near and the Far East.

"This is a shrinking world and we must learn to be at home in it." Today study in various parts of the globe has become a live option for any Hope College undergraduate seriously interested in adding an important international dimension to his education. Hope College believes that through exposure to a foreign society students can expand their knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and on their own individual identity.

Hope College students can choose from a wide range of international study opportunities which are designed to serve as integral parts of their undergraduate education. They may go abroad for a summer, a semester, or a year.

On the home campus, American students intermingle freely with foreign students from thirty to thirty-five countries, enabling Hope students to broaden their understanding of community and world problems. In addition to the regular academic year's program, a separate International Summer Session attracts students from the Far East as well as from other countries.



The College Resources

THE HOPE COLLEGE VIENNA SUMMER SCHOOL gives Hope students an opportunity to study abroad for a six-week summer session. Now in its seventeenth year, the Hope College Vienna Summer School was begun by Hope history professor, Dr. Paul Fried. Held in Vienna, Austria, the summer school provides students with an opportunity to study music, history, languages; visit art museums, historic places; hear European intellectuals lecture; and tour through either Western Europe or the Iron Curtain countries.

JUNIOR YEAR ABROAD AND OTHER PROGRAMS—Vistas of learning and cultures of wide variety are open to those interested and eligible. Qualified students may spend their junior year in Freiburg, Germany; Madrid, Spain; Grenoble, Nantes or Paris, France; Durham, England; Aberdeen, Scotland; or Vienna, Austria. Rich and rewarding opportunities for study abroad are available through the Great Lakes Colleges Association, which is comprised of twelve midwestern colleges of liberal arts and sciences—Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and Wooster. The GLCA program provides unusual opportunities for study in the Near East, Far East, and Latin America. This non-western program offers study and research programs in Japan, Colombia, Lebanon, and Yugoslavia.

THE URBAN SEMESTER IN PHILADELPHIA — The Great Lakes Colleges Association and the Philadelphia Board of Public Education sponsor jointly a program designed to give students direct participation in the social changes and challenges of the inner city. The program offers an experimental approach to education through involvement as well as a term in an urban setting.

THE SEMESTER ARTS PROGRAM IN NEW YORK — Hope students may take a semester during their Sophomore or Junior year in New York City as part of the Great Lakes Colleges Association newly established Arts Program for those majoring in art, music, or theatre. Students will be involved directly in the environment of the professional artist, musician, and dramatist. Also available are New York City's wonderful resources such as the Museum of Modern Art, the Lincoln Center Library, and Actors' Studio.

17

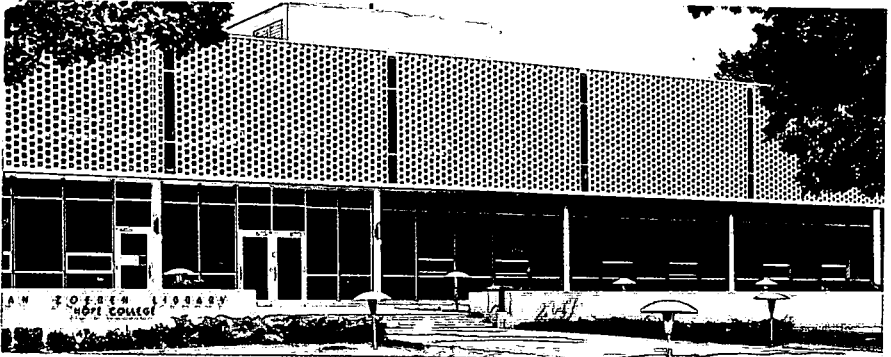
THE HOPE COLLEGE SUMMER SESSION ON CAMPUS— Vacation and study can be combined while taking courses at Hope in the summer session. The College offers an eight-week program in foreign languages, a six-week program in most departments, and two three-week programs for intensive study of one subject. The College is a ten-minute ride from the wide sandy beaches of Lake Michigan and even closer to the boating and fishing shores of Lake Macatawa. Courses are offered to college students who want to complete undergraduate work earlier, to high school seniors and juniors who want to earn advance college credits, and to teachers and other graduates who wish to earn graduate credit. A separate Summer School *Catalog* is published during March and may be obtained by writing to the Director of the Summer School.



Dimnent Memorial Chapel

Physics-Mathematics Building





Van Zoeren Library

Campus Facilities and Equipment

DIMMENT MEMORIAL CHAPEL, of Gothic design, is a beautiful edifice with stained glass windows. Used for all-college assemblies and convocations, it houses a four-manual Skinner organ and an 18th century Dutch gallery organ. The ground floor is used for classrooms and faculty offices.

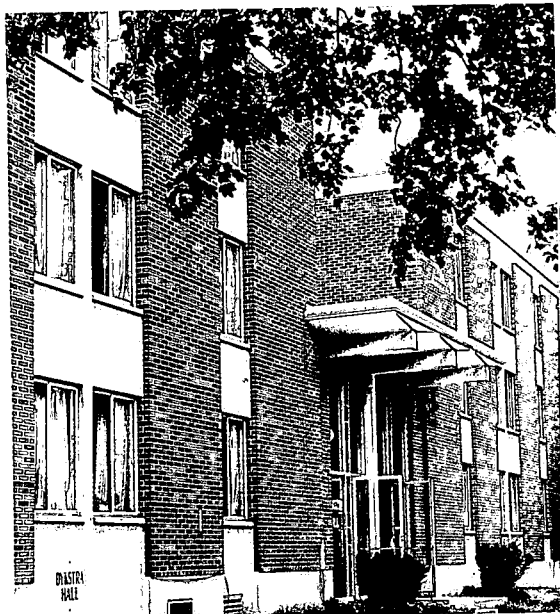
VAN ZOEREN LIBRARY, gift of alumnus Dr. G. John Van Zoeren, is the campus center of self-instruction. The library provides the students and faculty a selective collection of books, periodicals, microfilm, and related materials. It now contains more than 140,000 volumes, approximately 1,200 current periodical subscriptions, and over 4,500 reels of microfilm all classified and shelved together on shelves open to all users. The Access office on the main floor contains reference works which locate millions of books and periodicals obtainable from other institutions through interlibrary loan (inquire at the Reference Desk). Other libraries in the community available to Hope College students are the Herrick Public Library, with 100,000 volumes, and the Beardslee Library of Western Theological Seminary, with 50,000 volumes.

19

The library is pleasant and spacious; its stacks, lounges, and carrels are arranged for effective reflective work. The main floor contains the Reference Desk, card catalogs, periodical indexes and abstracts, reference collection, and Hope College publications. (For location of other books, periodicals, and microfilms—all arranged by the Library of Congress classification system—consult the library directory found on each floor.) The second floor has the Van Zoeren Memorial Room, and offices of the librarians. The ground floor includes the seminar rooms, typing facilities, Carley Room for film viewing, VanderBorgh Memorial curriculum library and instructional materials center, Heritage Room, and Hope College Archives.

Branch libraries are located in Science Hall, Mathematics—Physics Building, and the Music Building. Each of these has its own separate catalog in the branch as well as being included in the main catalog of the Van Zoeren Library.

The College Resources



Dykstra Resident Hall for Women

20

THE ARCHIVES is the repository for documentary, photographic, and other materials of historic value to Hope College. The Archives, housed on the ground floor of the Van Zoeren Library, is available to scholars interested in the history of the college.

PHYSICS-MATHEMATICS HALL, completed in 1964, has two general physics laboratories, one advanced physics laboratory, a radiation laboratory, an electronics laboratory, four project rooms, darkroom, machine shop, mechanical equipment rooms, conference rooms, library, classrooms, and offices. Two large lecture halls are joined to the main building by a glass-enclosed lobby. Special facilities include fifteen electronic calculators, a multi-channel analyzer, and the two million volt accelerator.

THE COMPUTER CENTER, housed in Physics-Mathematics Hall, has an IBM 1130 computer with its 1403 fast printer, a Cal-Comp plotter, and 3 disk drives. Unit record equipment and a keypunch room are also provided. One of the busiest locations on campus, the computer center is used by virtually all of the students in mathematics and the sciences and by many of the students in the social sciences.

The College Resources

GRAVES HALL, built in 1894 and remodeled in 1962, is a beautiful stone building used for classrooms, Language Center, and language laboratory equipped with 72 stations for foreign language study. The Sociology department, student offices and the Henry Schoon Meditation Chapel occupy the ground floor.

CARNEGIE GYMNASIUM has facilities for the intramural and intercollegiate sports program. In addition to the main playing floor, there are two handball courts, lockers, shower rooms, faculty offices, and several smaller rooms for corrective exercises. The football fields, baseball and softball diamonds, and rubber asphalt running track are a few blocks east of the main campus at Van Raalte Athletic Field.

NYKERK HALL OF MUSIC AND SNOW AUDITORIUM, constructed in 1956, provides modern facilities for the College's rapidly expanding music program. The Hall has seven teaching studios, fourteen practice rooms, two classrooms, offices, record library, and three listening rooms. Snow auditorium has a seating capacity for 200 persons.

The Wynand Wichers addition to the Nykerk Hall of Music, constructed in 1970, more than doubled the facilities and includes nine additional practice rooms, eight studios, a large library, and another small auditorium, holding about 225 persons.



Marigold Lodge — Headquarters for Conference-Education Center



DeWitt Student and Cultural Center

ADMISSIONS HOUSE, on corner of College and Graves Place, arranges for interested students to visit the campus.

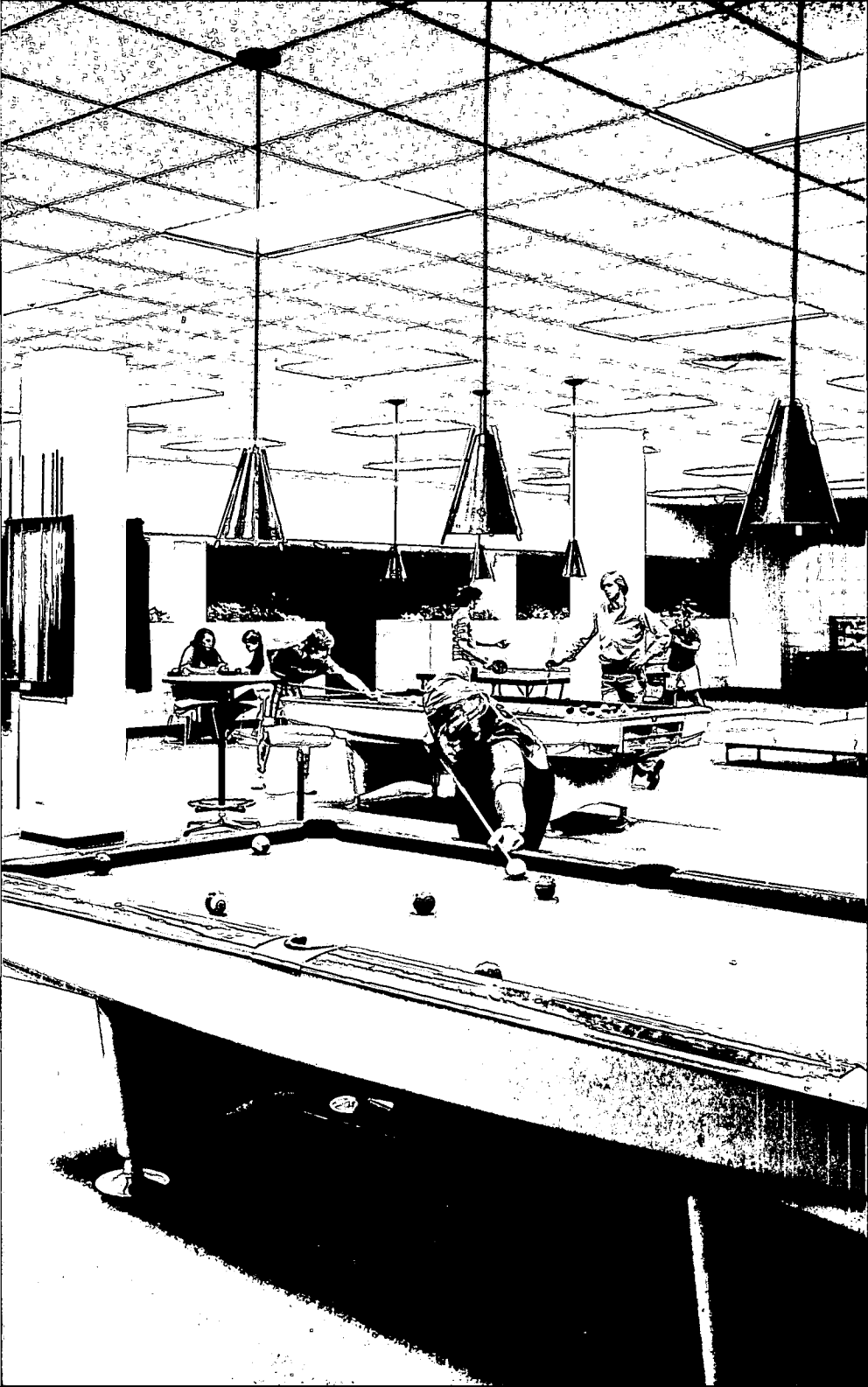
THE RESIDENCE HALLS are shown on map of campus on page 257. Dykstra Hall for Women, completed in 1967, is a new cluster-type dwelling. Brumler House offers a unique opportunity for apartment-style living.

ALUMNI HOUSE, a spacious lovely home across from Nykerk Hall of Music, is hospitality center for the College's 14,800 alumni.

VAN RAALTE MEMORIAL HALL is used for classrooms and administrative offices.

THE SCIENCE HALL accommodates the biology and chemistry departments. The Geology Department is housed in the east wing of Voorhees ground floor. A greenhouse adjacent to the Science Hall is used by the botany students and faculty. A new \$4 million Academic Science is under construction and will house the biology, chemistry, geology and psychology departments, upon completion in 1973.

THE DE WITT STUDENT AND CULTURAL CENTER opened its doors in the Fall of 1971. The Center includes a modern educational theatre, art galleries, bowling alleys, lounge, snack bar, study areas, and the book store.



The College Resources

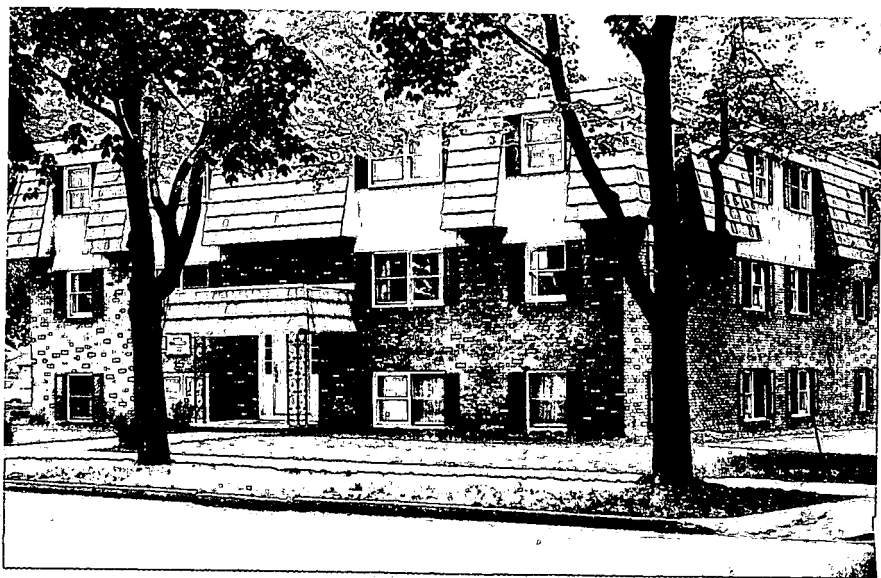


24

LIVING ACCOMMODATIONS—Most of Hope's 2,100 students live on campus, except commuters and some seniors. The campus has five residence halls for women, including a new cluster-type hall. Men students are housed in DurFee Hall and Kollen East with women in Kollen West. Other students enjoy the home-like atmosphere of the eighteen cottages. Fraternity members live in a contemporary complex of four dormitories.

Through the excellent service of the Saga Food Company, two large dining halls cater to both men and women students. The coffee-kletz, open daily, is a popular place for students and faculty.

HOLLAND, MICHIGAN—The lovely resort city of 27,000, located a half-hour drive from Grand Rapids and a two-hour drive to Chicago, is a flourishing community. Situated on Lake Macatawa and near beautiful Lake Michigan, Holland is an ideal spot for summer and winter sports. The college lies in the center of the town.

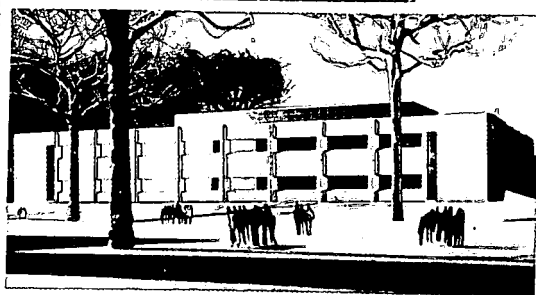
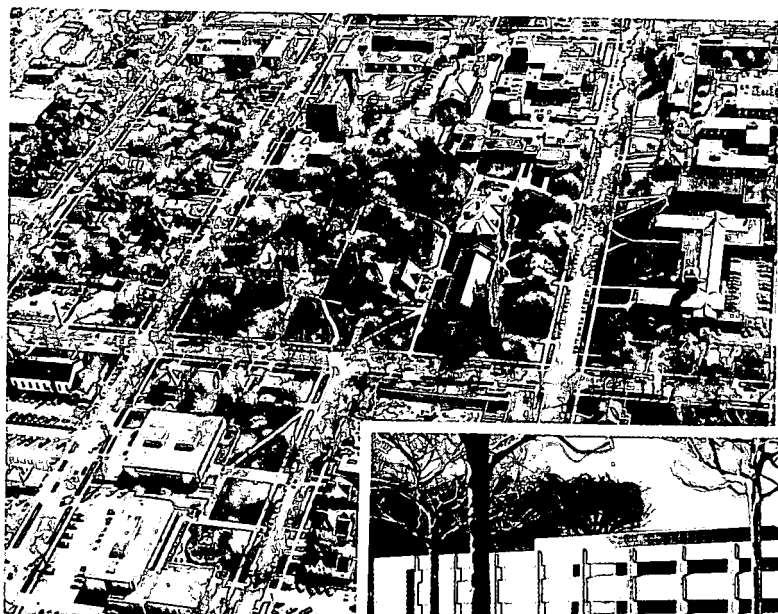


Brumler House Offers Apartment-Style Living



Kollen Hall for Men and Women





Academic-Science Center will be completed in 1973-74.

THE MASTER PLAN

New buildings rise on Hope's campus as a lively expansion program transforms blueprints into modern facilities of brick and mortar.

The first building, the John A. Dykstra Residence Hall for Women was completed in 1967—a year after the adoption of the ten-year \$10,000,000 Centennial Decade Master Plan. In 1969, Brumler House, a residence for 44 women was dedicated. The Wynand Wichers addition to the Nykerk Hall of Music was completed in 1970. The \$2.9 million DeWitt Student and Cultural Center opened in 1971.

A new Academic-Science Center is under construction. The Master Plan includes a physical education center, an addition to the Van Zoeren Library and an international education center.

President Gordon J. Van Wylen talks with student newspaper photographer Tom Siderius.

THE HOPE COMMUNITY

Student Government

Within the concept of campus government Hope students are given strong and far-reaching responsibilities. These are fulfilled primarily through the student-faculty committees, the Student Congress, and the Student Court. Students serve on all faculty committees — a responsibility and privilege few colleges give their students.

STUDENT-FACULTY COMMITTEES — The most important responsibility of students in campus government is their role on the student-faculty committees, whose function is to make specific college policy. On such committees, students and faculty share on an equal basis their deliberations and votes.

STUDENT CONGRESS — The main body of student government on Hope's campus is the Student Congress. The Congress is an attempt to strengthen the student voice in the Hope community. The college community has been primarily governed by the student-faculty committees in which most of the policy decisions are made. The Student Congress is an assembly of the student members of these student-faculty committees.

By having the members of the student-faculty committees meet together in the Student Congress, these members are given the opportunity to discuss which direction their committees are heading and to evaluate their progress. This gives the student body a unified voice in speaking to the college community through the committee structure. This also serves to bring all the student members of the student-faculty committees together so that all students may find out what is happening in these committees and may voice their opinions and desires to the committee members. Thus, the student members of the student faculty committees can have a better idea of student thought and opinion on major campus issues and can act in the committees as representatives of the student body.

COLLEGE JUDICIAL BOARD — Much of the responsibility for maintaining high standards of student life in the college community is entrusted to the students. In cases involving the violation of regulations, students participate in the bodies involved in the judicial process.

28

The primary body in the college judicial system is the College Judicial Board. The Judicial Board gives violators of all-college regulations the opportunity to be heard and judged by other members of the college community. Eight members comprise the College Judicial Board: five students appointed by the Student Congress President, two members of the faculty, and one member of the Dean of Students' Staff.

The College Judicial Board has jurisdiction in handling infractions of all-college rules, as well as serving as an appeal board for cases heard on a lower level, such as a residence hall council. The Judicial Board may also serve as an investigatory and fact-finding body in matters of student life and welfare.

ASSOCIATION OF WOMEN STUDENTS — The Association of Women Students (AWS) is the organization which examines the role of educated women in our society and encourages personal involvement in the college community. AWS executive board programs include Big Sisters for freshman women, May Day activities, the Human Sexuality Series, and other current issues affecting campus life.







The Religious Dimension

Hope encourages the development of whole persons as that phrase is given meaning through the Christian faith. It seeks to be in all aspects a Christian community in action.

Because the life of Christ sets the priority of acting out in life what is claimed in beliefs, students are encouraged to affirm that same totality, according to their individual gifts and abilities. The Ministry of Christ's People, organized and directed by students and the Chaplains, is involved in serving the College community in four broad areas—worship, social ministries, evangelism, and personal and interpersonal Christian growth.

WORSHIP—Sunday worship services in Dimnent Memorial Chapel enable the campus community to share together in corporate worship. Sermons are given by Hope College Chaplain, Mr. William Hillemonds, by members of the faculty, or by guest preachers. Informal worship is held elsewhere on the campus at other times. Chapel services are held daily in Dimnent Chapel, the Coffee Grounds, and the dormitories. Midweek activities include morning communion in the Schoon Meditation Chapel and fellowship meetings.

31

SOCIAL MINISTRIES—In this area, the Ministry challenges students to be aware of social needs and injustices, to meet human needs within the community, and to speak to critical issues, such as racism, poverty, housing, drug abuse, population difficulties, and ecological crises. The Coffee Grounds Task Force and Draft Information and Counseling are centers where students are involved in word and deed.

EVANGELISM—This phase of the Ministry seeks to proclaim and present the person of Jesus Christ and His claims to the community by means of encouraging discipleship and by training people to engage in Christian witness. Various methods of witnessing are utilized through a variety of life styles.

PERSONAL AND INTERPERSONAL CHRISTIAN GROWTH—Through seminars, retreats, small groups, Bible studies, prayer groups, and leadership training, faculty and students are given opportunity to grow corporately and individually.

The Hope Community



Sports at Hope

Athletics are both intercollegiate and intramural. Participation in sports — just like participation in the social, cultural and religious life of the campus — is viewed as a means for interested students to use their abilities and become more mature persons. Cooperation, team work and individual initiative all are developed through one's experience in sports.

32 VARSITY ATHLETICS — As a member of the Michigan Intercollegiate Athletic Association, which is comprised of seven Michigan colleges, Hope's varsity athletic teams have established a solid reputation for excellence and championship caliber.

In each of the varsity sports — football, cross country, soccer, wrestling, basketball, golf, track, tennis and baseball — Hope has produced outstanding teams.

ATHLETIC STAFF (1971-72)

Director of Athletics	—Gordon Brewer
Head Football Coach	—Ray Smith
Head Basketball Coach	—Russell DeVette
Cross Country Coach	—William Vanderbilt
Wrestling Coach	—George Kraft
Soccer Coach	—Gene Brown
Baseball Coach	—Jim Bultman
Track Coach	—Gordon Brewer
Tennis Coach	—Lawrence Green
Golf Coach	—Ray Smith



The Hope Community



MEN'S INTRAMURAL SPORTS — All men can participate in an active program of intramural athletics which is marked by enthusiasm and keen competition.

The program is run in two divisions. One division is composed of inter-fraternity competition. An extensive schedule has been developed in the following sports: basketball, handball, bowling, touch football, table-tennis, golf, volleyball, softball, tennis and track. Trophies are awarded for each sport and an all-sports trophy is given to the winning organization at the end of the year.

A second division is made up primarily of teams from the six wings of Kollen Hall and from the freshman men's cottages. This program includes touch football, basketball, volleyball, table-tennis and softball.

WOMEN'S SPORTS ACTIVITY — Women are also encouraged to take part in the sports program of the College. The Women's Athletic Association sponsors an intramural program open to all women students. Women who wish may take part in a broad and comprehensive program including volleyball, softball, basketball, badminton, tennis, bowling, ping-pong. Teams and tournaments are organized according to residence halls, classes, etc., and awards are granted on the basis of participation. Inter-collegiate competition has been developed in field hockey, volleyball, basketball, tennis and other sports. Women who show outstanding interest and ability are given opportunities to represent Hope College in play days or athletic meets held during the year with other colleges in the area.

Cultural Affairs

The form that we give our lives is a product of our values, our aspirations, the pattern of our workaday world, and the activities of our leisure time. Both in work and in play, as performer and as audience, Hope aims to enlarge the vision of the student with regard to the pattern of choices in his activities, and their significance.

CULTURAL AFFAIRS PROGRAM—Cultural life reveals the heart of our society. Art, literature, music, and drama express the emotions and beliefs of us as a people. The Cultural Affairs Committee, in conjunction with the departments of Music, Art, and Theatre, sponsors an annual series of lectures, dramatic productions, gallery showings, concerts and performances by popular music groups. Students are encouraged to take advantage of these cultural offerings.

Through the Cultural Affairs program guests on Hope's campus the past year included Fritj of Bergmann, philosopher; John Anton, noted art historian; and poets Samuel Hazo and William Stafford.

CONCERTS AND RECITALS—A significant part of the student's education comes through the opportunities provided for experiencing outstanding musicians, actors, dancers, and vocalists. More than eighty concerts and recitals are given annually by students, faculty and professional groups.

Outstanding professional programs this past year included the Boris Goldorsky Opera Theatre's production of Puccini's "La Boheme"; the Budapest Symphony Orchestra, directed by Gyorgy Lehel. Bob and Evelyne Beers (folk-singers); fabled jazz trumpeter Dizzy Gillespie and his quintet. The National Players' production of Moliere's "The Miser"; and award-winning young 35 Ecuadorean pianist Alegria Arce.

In an effort to bring performers in closer contact with students, several artist-in-residence programs were conducted during the year. These featured filmmaker William Yahraus, members of the Alwin Nikolais dance company, organist Antou Heiller, and baritone David Aitken.

Also open to Hope students, at no cost to them, were community concerts in the surrounding communities of Muskegon and Benton Harbor offering a variety of concert attractions of international stature.

COMING EVENTS FOR 1972-73: The Cultural Affairs program will include performances by the Rochester Philharmonic Orchestra; the Gregg Smith Singers; the Hawkins Dance Theatre; and several events yet to be announced. An expanded artist-in-residence will include "Dances We Dance," with Betty Jones and Arthur Ludin and appearances by leading political figures involved in the 1972 election.

The Hope Community



ART CLASSES — Art in its many forms is taught by an outstanding staff of artists. The staff comprises artists who have won prizes in many national exhibits and who have trained students whose works have been accepted in exhibits and whose works have won prizes. Facilities are available for students to work in sculpture, painting, drawing, ceramics, printmaking and art history. Students have the opportunity to illustrate for student and college publications, for posters, and for various types of art media required by the theatre program.

EXHIBITS — Throughout the school year a variety of outstanding exhibits are hung in the new DeWitt Cultural Center.

THEATRE—Four or five major productions are presented annually by the department of theatre. These productions are usually faculty directed, though opportunity is provided for advanced students to gain directing experience. Participation is open to all. Several one-act student-directed plays are also performed publicly each year.

36

MUSIC CLASSES — Private instruction is given in string, woodwind, brass, piano, organ, percussion, and voice in a program leading to the bachelor of arts degree in music or the bachelor of music degree in performance, vocal music education, or instrumental music education.

HOPE CHAPEL CHOIR — The Hope Chapel Choir has presented hundreds of concerts throughout the United States. In 1967, the Choir made its first European tour. On several occasions the Choir has sung at Radio City Music Hall's Easterdawn Service and, recently, appeared on a national radio program of Best Choirs in America. The Choir sang at a White House worship service in 1970.

HOPE COLLEGE SYMPHONETTE — An orchestra of thirty members selected by audition from the larger college orchestra. The Symphonette presents a series of concerts on campus during the school year, and takes an extensive two-week tour each spring. In the fifteen years since its organization, the Symphonette has played over 250 concerts in thirty-five states.



The Hope Community

THE HOPE COLLEGE ORCHESTRA — A symphonic organization of seventy-five members, the Orchestra presents its own series of concerts on campus and in other Michigan cities. Accompaniment of oratorios and the presentation of children's concerts are also a part of the orchestra's activities. Among the distinguished artists who have appeared with the Hope College Orchestra are William Warfield, Mischa Mischakoff, Sidney Harth, and Paul Doktor.

THE HOPE COLLEGE BAND — The College Band offers the student an opportunity to play the best of band music in rehearsal and to perform in concert. It gives a series of formal and outdoor campus concerts and also performs out of town. Guest artists, as well as qualified students, appear as soloists.

THE HOPE COLLEGE STAGE BAND — A student organization which provides an opportunity to perform the standard literature or popular music, this band also provides laboratory situations for study of new music. Rehearsals are held weekly under faculty supervision. To be eligible, students must be members of either the College Band or the College Orchestra.

THE COLLEGIUM MUSICUM — Interested students and faculty members join in presenting many styles of older music, both popular and religious. Collegium programs include choral and solo singing, performances on the college's collection of antique instruments, and authentic dancing.

THE COLLEGE CHORUS—Open to all interested students, the Chorus is trained in choral literature and sings on special occasions. The presentation of a major choral work with orchestral accompaniment is an annual event.

38

WOMEN'S CHOIR; MEN'S CHOIR—Selected from the Chapel Choir, these groups train separately in programs of sacred and secular music.

THE HOPE COLLEGE ORATORIO CHORUS—Composed of members of the Chapel Choir, College Chorus, Men's and Women's Choirs, as well as of other musically interested Hope students and faculty, the Oratorio Chorus presents annually an oratorio. Recent major choral works produced have been Haydn's "The Creation," Faure's "Requiem," Brahms' "Requiem," Handel's "Messiah," Poulenc's "Gloria" and Durufle's "Requiem."

THE HOPE FACULTY ENSEMBLES — The Hope College String Quartet, the Hope College Woodwind Quintet, and the Hope College Piano Trio are in-residence faculty groups which present a series of chamber music concerts in which other faculty members and visitors often participate as guest artists. The Hope College faculty ensembles also play for Young Audience Programs.

Laboratories for Learning

Through the activities of many and varied campus organizations, Hope students can pursue special interests, develop individual abilities and experience significant growth.

INTERNATIONAL RELATIONS CLUB — In an attempt to gain an understanding of current world problems, the International Relations Club seeks to encourage foreign study, promote dialogue between Hope's foreign students and the rest of the campus community, and to sponsor programs dealing with current international issues. Besides regular meetings, I.R.C. sponsors International Night and is active in the Western Michigan and national I.R.C. conventions.

YOUNG REPUBLICANS — The Young Republicans Club provides students with the opportunity to participate in the Republican organization and to discuss Republican issues on national, state, local and campus levels. The club takes an active part in campaigning and sends a large delegation to the state convention held each year.

YOUNG DEMOCRATS — The Young Democrats have taken an active part in the activities of the Democratic organization. They often assist the local headquarters of Democratic party, as well as discussing political issues.

BLACK COALITION — Open to all students, the Black Coalition invites members to work toward goals that improve the environment of black students — socially, academically, and culturally.

CHEMISTRY CLUB — The Chemistry Club is the Hope College student affiliate chapter of the American Chemical Society. Chemistry majors who intend to enter graduate school, take a position in industrial chemistry, or teach, are eligible for affiliation with the American Chemical Society. Regular meetings feature presentations by members as well as outside speakers.

PRE-MEDICAL SOCIETY — The Pre-Medical Society is composed of students who plan to enter the field of medicine, who have completed the first semester of their sophomore year, and who have maintained at least a 2.8 average. During the school year the society holds monthly meetings and plans one or two field trips to hospitals, medical schools or other institutions, where members have an opportunity to view the contemporary efforts in the field of medicine.

INTERCOLLEGIATE SPEECH ACTIVITIES — Students interested in Speech have the opportunity to participate in the following activities:

- 1) Peace Extemporaneous Speaking Contests — State contests for both men and women.
- 2) Peace Oratorical Contest — Contests held on the State level for both men and women.
- 3) Adelaide (women) and Raven (men) Oratorical Contests — This contest is first held on the local level, then the State level for those qualified.
- 4) Public Address Festival — In this event a persuasion speech on a topic of one's own choice is delivered.

The Hope Community

- 5) Debate — Open to all interested students. Debates are against other colleges and universities. Tournaments are also attended.
- 6) Discussion — Competition on an intercollegiate level for group participation in a problem solving situation.
- 7) Oral interpretation — Those interested have the opportunity to engage in interpretation festivals with students from other colleges and universities.

• **MATHEMATICS CLUB** — The Math Club is open to all students who are interested in broadening their perspective in the field of mathematics. Members hear guest lecturers in the field as well as the presentation of senior projects.

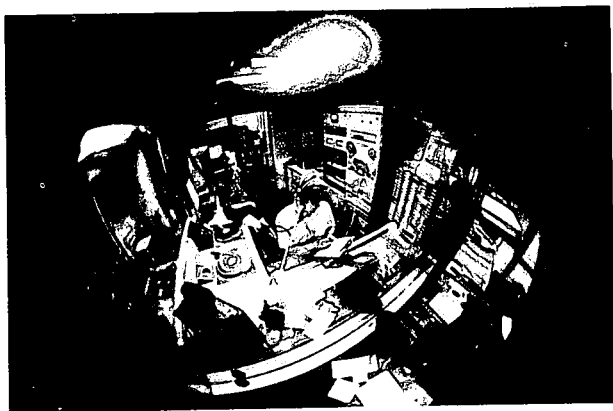
LANGUAGE CLUBS — Language clubs attempt to bring students studying a particular language together to help them develop fluency in conversation and ease in comprehension. Their meetings are designed to provide a richer understanding of the particular culture.

LANGUAGE HOUSES — Language houses are provided for those students who wish to live with other students studying the same language and wish to have the opportunity for extensive practice in the language.

LANGUAGE TABLES — Students interested in practicing French, German and Spanish meet once a week for supper in the dining hall.

PSYCHOLOGY CLUB — The Psych Club attempts to initiate, stimulate, and foster interest in psychology as a study and a profession. Regular meetings are held with guest speakers and projects presented.

GEOLOGY CLUB — The Geology Club gives students of geology a chance to pursue their interests to greater depths. Members may take several field trips throughout the year to further explore an area of geologic interest.



Honor Societies

PHI BETA KAPPA is the nation's foremost honorary scholastic fraternity. Hope College was designated to receive a Phi Beta Kappa charter in 1970 and selected its first student members in the Spring of 1971.

MORTAR BOARD is a national women's honor organization. The Hope Alcor chapter is composed of senior women selected on the basis of scholarship, leadership and service. Their purpose is to enrich the social and academic life on the campus.

ALPHA EPSILON DELTA is an international honor society for premedical and predental students which encourages excellence in scholarship and an appreciation of the importance of premedical and predental education in preparing for the study of medicine and dentistry.

ALPHA PHI OMEGA is a national service fraternity for college men. The Nu Beta chapter is located on the Hope campus.

AMERICAN CHEMICAL SOCIETY is a professional organization of national scope with affiliates in several colleges and universities. Hope's A.C.S. Student Affiliate is open to chemistry majors who intend to enter graduate school, take a position in industrial chemistry, or teach chemistry. Members are encouraged to maintain at least a B average. During the senior year a student affiliate may become a junior member of the A.C.S.

BETA BETA BETA is a national honor fraternity for outstanding upper class students in the field of Biology. Eta Chapter is located at Hope.

DELTA PHI ALPHA, Gamma Chi Chapter, is a national honorary fraternity in the field of German.

ETA SIGMA PHI is a national honorary society of undergraduate college students of classical languages. Membership is by invitation and is conditioned upon an attained level of scholarship. The local chapter is known as Gamma Rho Chapter.

LAMBDA IOTA TAU, Gamma Xi chapter, is a national honor society for undergraduate students with a major interest in literature. Membership is based on achievement in the field of English.

PHI ALPHA THETA, Gamma Omicron Chapter, is a national honor fraternity for students in History. Members are elected on the basis of high scholastic attainment.

PHI MU ALPHA SINFONIA is a national professional music fraternity for men who have demonstrated outstanding musicianship, scholarship, and value to the campus musical life. Iota Omega chapter is located at Hope College.

The Hope Community



PI DELTA PHI, Gamma Mu Chapter, is the national French honor society.

PI EPSILON DELTA, or National Collegiate Players, is a national honor fraternity open to upper class students who have given distinguished service in theatre work on the campus.

PI KAPPA DELTA is a national honorary forensics fraternity, to which students who have made contributions in forensic activities are eligible. Gamma chapter is located at Hope College.

PSI CHI is the national honor society in Psychology. Membership is open to Psychology majors or minors on the basis of high scholastic attainment.

SIGMA DELTA PI, Epsilon Pi Chapter, is the national Spanish honorary society.

SIGMA XI is a national organization devoted to the encouragement of original investigation in pure and applied science. Membership is sometimes awarded to undergraduates who have initiated or completed original research.

Special Interest Clubs

STUDENT NATIONAL EDUCATION ASSOCIATION — Available for membership for all students who are interested in the teaching profession. The members meet bi-monthly to discuss problems concerning the teaching profession and to hear relevant speakers in the field.

FOREIGN LANGUAGE CLUBS — Le Cercle Francais, El Club Espanol, Der Deutsche Verein are open to all students interested in foreign language and culture. The goal is to bring together students of such common interest, giving them an opportunity to meet regularly once a month, to participate in interesting and varied programs, and to develop fluency in conversation and ease in comprehension.

PSYCHOLOGY CLUB — Attempts to initiate, stimulate, and foster interest in, and greater understanding of psychology as a study are the aims of this organization. To this end, monthly meetings are held with guest speakers, and several of the members engage in research projects and experiments.

FRATERNITIES AND SORORITIES — A number of social fraternities and sororities, all local, exist on the campus. Each of the women's societies has a separate club room in one of the women's residence halls. The fraternities each have a college-owned dormitory which serves as living quarters, a place for their meetings and a center for their activities.

Though the fraternities and sororities all have Greek letter titles they are best known on campus by other names. The names of the six sororities are Delphi, Dorian, Sorosis, Sibylline, Alpha Phi, and Kappa Chi. The six fraternities are Arcadian, Centurian, Cosmopolitan, Emersonian, Fraternal, and Knickerbocker. Both men and women are eligible to join these societies in the second semester of the freshman year providing they have an adequate academic record. Transfer students may join during their first semester if they so desire.

43

A Pan Hellenic Board and an Interfraternity Council are the governing boards of these two groups of societies.

SOCIETY OF PHYSICS STUDENTS — The purpose of this chapter is the advancement and diffusion of the science of physics and the encouragement of student interest in physics throughout the academic and local communities. Membership is open to all individuals interested in physics.

Service Organizations

HIGHER HORIZONS—Attempts to deal with the problems of children by combining education and cultural interchange between the College students and children in the community. The relationship built is one of friendship and companionship, and it is hoped that both the volunteer and child will come to a better understanding of themselves.



The Hope Community

FELLOWSHIP OF CHRISTIAN ATHLETES — Provides the opportunity for varsity letter winners to meet weekly to discuss the many aspects of Christian life.

ALPHA PHI OMEGA — Hope's Nu Beta Chapter of this national service fraternity was organized in 1960. The fraternity attempts to develop principles of leadership, friendship and service by sponsoring numerous service projects for the student body, faculty, administration, and the Holland community. Because it is a service fraternity, membership is open to all students who demonstrate an interest in serving others and maintain a satisfactory grade point average.

Campus Communications

The communications serve a dual purpose on Hope's campus: to provide news, literary excellence and entertainment to the campus community, and to provide a unique and invaluable learning experience for those involved in their presentation.

ANCHOR — The weekly newspaper, the *anchor*, relates student opinion to all campus issues and has been the focus of much attention in the past several years. Thorough coverage of the news, feature presentations, critiques and provocative editorials have all combined to make the *anchor* a paper worthy of receiving an All-American Honor Rating from the Associated Collegiate Press.

OPUS — This literary magazine gives students an opportunity for expression by presenting their prose, poetry, photography and art work. The Board compiles all materials submitted and publishes them in monthly installments of the *Opus*. In the spring a visiting critic judges all materials which have been submitted to the *Opus* and makes awards. The final *Opus Magazine* is composed of those pieces which have received awards and other works deemed worthy of publication by the *Opus* Board.

45

WTAS — Born as a physics experiment, WTAS has become a significant educational experience for those who participate in its programs and operation. It is an important source of campus news, music and entertainment. Located in the basement of Kollen Hall, the closed-circuit station is under the direction of the Department of Communication, and it operates under the express authority of the Federal Communications Commission.

MILESTONE — As time and seasons change and pass, so does the face of a college community. To the end of preserving a yearly segment of this change the yearbook staff puts forth its time and energy to produce the *Milestone*. In the past years the combination of candid photography and pertinent literary pictures has won for the *Milestone*, the Associate Collegiate Press' First Class Honor Rating. Participation in this publication is open to all Hope students.

The Hope Community

Services for Students

The College recognizes a variety of important service responsibilities. It is concerned about the health and well-being of students and maintains an efficient Health Service. To assist each student in developing his educational, vocational and personal interests and abilities and to help him take full advantage of his college experience the College provides extensive counseling services. The office of the Dean of Students is concerned with all phases of student life, and is responsible for coordinating these activities.

FACULTY ADVISING PROGRAM—Selecting courses for a semester, dropping and adding courses, consultation about choosing a major and determining professional and educational objectives can be a difficult but important task for any Hope College student. To assist the student in this task, each student is assigned an experienced faculty advisor. Usually, that advisor is assigned on the basis of the student's expressed academic interest. It is the function of each advisor to assist the student in selecting an appropriate schedule, to confer periodically with the student as to his academic progress, to offer counsel when the student is in academic difficulty, and to provide a source where academic questions may be answered.

Initially, faculty advisors are assigned at the beginning of the freshman year and generally continue through the end of the sophomore year. Request for a change of advisor may be made to the office of the Associate Dean for Academic Affairs. By the end of his sophomore year, a student is expected to select a "major", that is a field of academic concentration. Upon approval of his application for a major by a department of the student's choice, he is re-assigned an advisor by the chairman of that department. Usually, this major advisor serves as the student's faculty advisor through the junior and senior years. A request for a change in advisor must be initiated with the chairman of the department in which the student majors.

46

The academic advising program is under the direction of the Associate Dean for Academic Affairs.

PERSONAL COUNSELING SERVICES—While the entire Hope community is available to help students solve personal and vocational problems, staff members in the Dean of Students office, the Dean of Men and Dean of Women are especially trained to assist students in personal affairs. Students seeking assistance in private matters should contact one of them.

OFFICE OF FINANCIAL AID—The Director of Student Aid has the responsibility of assisting students in procuring financial grants and loans. He is also the person responsible for the allocating of campus employment.

THE COUNSELING CENTER—Counseling at Hope College is the process of assisting people to become aware of and change behaviors that interfere with developmental growth so that the individual can expand his awareness of possibilities and choose the appropriate alternatives for his life. Counseling is

The Hope Community

provided as a service to students, faculty and administrative members of the college community. The Counseling Center is a place where anyone who desires counseling may meet professional people who are trained specifically to counsel college students. The Counseling Center also administers personality and vocational interest tests. Students may contact the Counseling Center at any time for assistance.

CHAPLAIN'S OFFICE — Students may wish to discuss particular problems and raise basic questions with Chaplain Hillegonds. The college years are the time when the young adult fashions his own view of the self and his life in the world. The Chaplain understands well the questions, conflicts and concerns that may face a Hope student, and he meets persons honestly, at their level. He stands ready to assist any student in clarifying his thinking on the essentials of the Christian faith and his role as a person in God's world.

STUDENT HEALTH SERVICE — Clinic care is offered to every enrolled student and staff member of Hope College. The Student Health Clinic is directed by a full-time registered nurse who is assisted by three graduate nurses and a physician. An out-patient service is maintained and drugs and supplies are issued to students at cost. A small fee is charged for special drugs such as antibiotics, etc. Fees for other physicians called in for consultation, major surgery, casts, hospitalization, or x-rays, must be paid by the student. Hospital services are available at the Holland City Hospital.

CAREER PLANNING AND PLACEMENT CENTER—The services provided by the Center are designed to assist students in job placement, career counseling, and information dissemination. It establishes a permanent file of confidential credentials of those desiring this service and makes such information available to interested school administrators and business firms. Arrangements are made for many school districts and representatives from business firms to recruit on our campus and interviews are scheduled with interested students. Professional counseling and testing services are available and are used as supportive tools in our placement program.

47

STUDENT ACTIVITIES OFFICE—The Student Activities Office is located in the DeWitt Student and Cultural Center, under the administration of Mr. John Jackson. The Student Activities Office maintains a calendar of events, registers organizations and social events. Mr. Jackson works with the Student Activities Committee to encourage and coordinate a wide variety of student activities, including such events as organized pool tournaments, a week-long Winter Carnival, special film presentations, and guest performers.



<i>Admissions</i>	50
<i>College Regulations</i>	53
<i>Financial Aid</i>	54
<i>Expenses</i>	64
<i>The Degree Program</i>	66
<i>Academic Regulations</i>	77
<i>Academic Sessions</i>	83



ADMISSION

Admission of Freshmen

Students who demonstrate the desire and qualifications for completing a Hope College education coinciding with the aims and objectives of the college, are admitted. Candidates for admission are encouraged to apply following the completion of their junior year in secondary school and, preferably, by early March of their senior year. Admission forms are available at secondary school guidance offices, or can be obtained by writing the Admissions Office, Hope College, Holland, Michigan 49423. To be considered for evaluation an applicant must submit four items: A. An application B. \$10 non-refundable application fee C. A copy of the students latest transcript D. Test scores (either ACT or SAT). Normally the application is completed, a check or money order for \$10 is attached to the application and these are submitted to the guidance counselor for completion. The counselor will then complete his section of the application and forward it, along with the application fee and a copy of the students latest transcript, to the Admissions Office. If test scores are not included in the transcript they will arrive if the applicant requests them sent to us from the testing center. The applicant can expect an early decision on his application when all information is made available for evaluation. Admission is selective. A thorough examination is made of the candidate's potential as indicated by the scope and quality of his secondary school record, the results of the standardized tests, the guidance counselor's report, leadership qualities, interests, and educational goals. Occasionally additional information will be requested to aid in making a decision in which case the student will be notified of the need for such information and the decision delayed until the information is available.

Secondary School Preparation

In general, applicants are expected to satisfactorily complete a college preparatory course in an accredited secondary school. Sixteen units are required and should include: 4 units of English; 2 units of Mathematics; 2 units of a foreign language; 2 units of History and the social sciences; and 1 unit of a laboratory science. Students whose secondary school program does not follow the above pattern will be given careful consideration if there is evidence of intellectual ability and seriousness of purpose.

Entrance Examinations

To aid in admission and counseling, all Freshman applicants must take an entrance examination. Score reports from either the College Entrance Examination Board Scholastic Aptitude Test or the American College Testing Program are accepted. Bulletins of information and applications for these tests are available at high school counseling offices, and each applicant for admission is responsible for making proper applications to take the test and having the scores sent to HOPE. The recommended time to take either test is the spring of the junior year, or fall or winter of the senior year. The CEEB Achievement Tests are helpful, but not required.

Advanced Placement Standing

Entering freshmen who complete college-level courses in secondary school and attempt the corresponding CEEB Advanced Placement Examinations in May are urged to have the results sent to HOPE. Those earning a grade of 4 or 5 on the exam may be assured of receiving appropriate college credit or placement. An exam with a grade of 3 will be evaluated by the respective department which will determine if credit or placement is to be granted.

Interviews and Campus Visits

While personal interviews are not required, they are welcomed and encouraged for all prospective students and applicants. Admissions officers are available for interviews from 9-11:30 a.m. and 1-4:30 p.m., Monday through Friday, and 10:00-12:00 noon on Saturdays (except holiday weekends). During June, July and August, Saturday interviews are conducted by appointment only.

Prospective students and their parents desiring an interview should write or call the Office of Admissions at least one week in advance. During the academic year, a student-guided tour of the campus can be provided those who schedule interviews in advance.

Transfer Students

Hope College will consider transfer students for admission who have completed academic courses at other accredited institutions. To complete the process of evaluation the student must submit four items: A) An application B) \$10 non-refundable application fee C) A copy of the student's latest transcript D) A copy of the student's secondary school transcript. The student will attach the \$10 application fee to the completed application and these are given to the Dean of the institution from which the student is transferring. The Dean will complete his section of the application and forward it, along with the application fee and a copy of the student's latest transcript, to the Admissions Office, Hope College, Holland, Michigan 49423. The student should make arrangements with his secondary school to have a copy of his secondary transcript and the results of Entrance Examinations (usually SAT or ACT) forwarded to the Admissions Office at Hope College. Occasionally additional information will be requested to aid in making a decision in which case the student will be notified of the need for such information and the decision delayed until the information is available.

51

The standard for the acceptance of credit towards Hope College degree requirements from institutions of higher learning will be the accreditation of that college by its regional accrediting association as listed in the current report of the American Association of Collegiate Registrars and Admissions Officers. Exceptions to this general rule may be obtained only by application to the Dean for Academic Affairs at the time of the student's application for admission.

Admission

A maximum of 65 semester hours of credit may be transferred from a junior college. Transcripts are evaluated by the Office of the Registrar. Transcripts are evaluated on a course by course basis. Generally, courses taken in a liberal arts curriculum are readily transferable. Credits with a "D" grade will transfer only if the student has earned a cumulative grade point average of 2.0 or better. The remaining general education requirements to be met for the Hope College degree are part of the evaluation. Questions relative to transcript evaluation should be directed to the Hope College Registrar.

Academic Records of Transfer Students

The record of a transfer student at the time of admission will be treated the same as that of a Hope College student for purposes of: A) Admittance and class standing (freshman-senior) B) Determining academic probation or good standing C) Determination of the satisfactory completion of required courses.

For all ensuing official purposes, the record of the student shall be that which he obtains at Hope College.

Summer School

Hope offers a variety of campus summer sessions (see index for other reference). Admission to the Summer School does not imply admission to the college for the fall or spring semesters. A separate application is contained in the Summer School catalog printed in April.

Readmission

52

Students who have withdrawn from the college are not automatically readmitted. An application for readmission must be obtained from the Registrar's Office. It should be completed and returned to the Registrar at least one week prior to registration.

Admission of Foreign Students

Foreign students who wish to study at Hope College should make application before February 1 of the year in which they wish to enter college. To complete the process of the application the student must submit five items: A. An application B. \$10 non-refundable application fee C. A copy of the students secondary school transcript D. Evidence of proficiency in the English language (usually the Test of English as a Foreign Language (TOEFL) or a comparable English Proficiency Test) E. The Declaration and Certification of Finances (available from Hope College or the College Scholarship Service.) For evaluation the student should complete all items on the application, attach the \$10 application fee and give this to the principal where currently

enrolled. The principal will complete his section of the application and forward it, along with the application fee and a copy of the student's latest transcript to the Admissions Office, Hope College, Holland, Michigan 49423. The student should arrange with the principal of his institution, or with other officers, for assuring the receipt of the TOEFL test, letters of recommendation and the Declaration and Certification of Finances. For a bulletin of information on TOEFL, write: TOEFL, Educational Testing Service Princeton, New Jersey 08540, U.S.A. Copies of the Declaration and Certification of Finances can be secured by writing directly to Hope College, Office of Financial Aid, Holland, Michigan 49423, U.S.A. Occasionally additional information will be requested to aid in making a decision in which case the student will be notified of the need for such information and the decision delayed until the information is available.

COLLEGE REGULATIONS*

Hope can only be a true community if its members understand and genuinely accept the responsibilities of living together in a meaningful framework. More than tolerance is necessary. Students should feel that they can honestly uphold the policies affecting campus life. At the same time, the entire college is encouraged to cooperatively seek changes that would better reflect the desires, goals and values that form the basis of the college's program. Through the structure of community government, students play a vital and influential role in examining and reformulating campus policies. Thus, membership in the Hope community is regarded as a privilege. Absolute order in all aspects of life is tyranny, just as absolute freedom is anarchy. The college desires to find the proper balance in campus life. Hopefully, a community atmosphere can be created which promotes student growth, sharpens desired values and encourages academic pursuit.

53

In this context, the college community has established certain standards that go beyond those established by civil authority. The college prohibits the possession or consumption of alcoholic beverages on college property or in college housing units, and at college functions. As a residential college, Hope College expects all students to live and board within the college residence system. Exceptions to this expectation are made for single students when enrollment exceeds the capacity of the college housing facilities, for married students, and for those students who reside with their parents within commuting distance to the college.

Freshman students residing on campus are not permitted to have motor vehicles. All students who have cars on campus are expected to register them with the Office of the Associate Dean of Students.

*Rules and Regulations are discussed in detail in the Student Handbook.

FINANCIAL AID TO STUDENTS

Through the money that the college receives from gifts and the endowment fund, a sizeable part of the cost of every student's education at Hope College is underwritten. Every student attending Hope College, in effect then, receives an educational grant. However, the main burden of responsibility for financing a college education rests with the student and his family. Recognizing the gap between the cost of a good college education and the ability of some students and their families to meet the regular college fees, Hope College has established a three-fold student-aid program. Through this program the college seeks to enable worthy students, those of serious purpose who wish to secure an education at Hope College, to do so. The program includes scholarships, grants-in-aid, loans, and part-time employment.

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance to forward to the college a copy of the Parents' Confidential Statement which is part of the College Scholarship Service. New students, that is, students applying for entrance into Hope College, should address all inquiries concerning financial aid to the Office and Financial Aid. The Parents' Confidential Statement should be submitted by March 1 to receive consideration for the following school year. Students already enrolled at Hope College should address inquiries concerning financial assistance to the Director of Financial Aid. A renewal form of the Parents' Confidential Statement must be submitted by May 1 to receive financial aid consideration for the subsequent school year.

THE COLLEGE SCHOLARSHIP SERVICE — More than seven hundred colleges and universities, of which Hope College is one, participate in this service. The C.S.S. publishes and distributes a Parents' Confidential Statement which is to be filled out by parents of students requesting financial aid consideration. The parents indicate on this form all pertinent family information and financial data, so that the college can make decisions that are fair both to the individual and to the student body.

54

The Parents' Confidential Statements are distributed through the secondary schools. Copies may also be obtained by writing directly to the College Scholarship Service either at Box 176, Princeton, New Jersey; Box 1025, Berkeley, California; or Box 881, Evanston, Illinois 60304, whichever office is nearer. When completed by parents and students, the statement should be returned to the service center and not sent to the college. For new incoming students, the deadline for filing the Parents' Confidential Statement is March 1; for returning students the deadline is May 1. The College Scholarship Service will evaluate and forward the Parents' Confidential Statement to the college(s) named on the blank.

Presidential Scholarships

Each year from applications for admission to Hope College, 20 freshmen are invited to become the Presidential Scholars in their class. These students have superior records of academic achievement, marked intellectual interests, and demonstrated leadership abilities. Where there is financial need, this designation carries a scholarship up to full tuition. Presidential Scholars who do not have financial need are awarded an annual scholarship of \$200. For their freshman year,

Financial Aid to Students

the Presidential Scholars also receive a \$50 book prize, in the form of credit at the college book store for the purchase of any books, other than textbooks. Winners receiving other state or national competitive scholarships grants meeting their full need will receive a \$100 honor award.

There is no application for a Presidential Scholarship. All qualified students accepted for admission by February 1, receive consideration by the selection committee. Winners are notified by mid-March. Further details are described under *Programs for Talented Students*.

Hope College Merit Scholarships

Hope annually sponsors six (6) scholarships through the National Merit Scholarship Program. Consideration is limited to Merit Semi-finalists who inform the National Merit Scholarship Corporation that HOPE is their first-choice college. Annual stipends (\$250-\$1500) depend upon individual need as determined by the Merit Corporation. HOPE Merit Scholars are included in all Presidential Scholar activities.

Hope College General Scholarships

A number of scholarships are granted by Hope College to applicants who give evidence of superior ability, better than average academic achievement, demonstrated leadership and financial need. These scholarships are continued as long as the student maintains a scholarship level academic record (B average) and a record of good campus citizenship, provided also that there is a continuing need.

Hope College Grants-in-Aid

Some limited funds are available to aid students who do not meet the scholastic requirements for scholarship awards but who for other reasons, chiefly financial need and leadership qualities, are considered worthy of financial assistance. These grants are for one year. Application for renewal must be made to the Director of Financial Aid by May 1 to be considered for the subsequent year. The Parents' Confidential Statement for renewal of these must be submitted to the College Scholarship Service by May 1 to be considered for the subsequent year. 55

Educational Opportunity Grant

E.O.G.'s are awarded to students who demonstrate excessive need, based upon family income and the expected contribution by the parents to the student's educational expenses. This program is funded by the federal government and the grants need not be repaid. *Renewal:* Continued financial need according to federal guidelines providing adequate federal funding continues.

Grants of Reformed Church Boards

BOARD OF DOMESTIC MISSIONS SCHOLARSHIPS — Two \$200 scholarships are available to women students, members of the Reformed Church, who are planning to enter full-time Christian service. The grants are renewable upon

Financial Aid to Students

evidence of satisfactory progress. In addition, several \$400 scholarships are available to persons from Annville, Kentucky, and from Southern Normal High School, Brewton, Alabama, who are planning to enter full-time Christian service. Application must be made directly to the Board of Domestic Missions, 475 Riverside Drive, New York, New York 10027.

BOARD OF BENEVOLENCE SCHOLARSHIPS — The Board of Benevolence, Reformed Church in America, was organized to assist young men and young women in preparation for definite Christian work in the Reformed Church in America. Those interested should write for information on available scholarships, to the Secretary of the Board of Benevolence, in care of Hope College, Holland, Michigan.

State of Michigan Scholarship and Tuition Grant Program

High school seniors residing in Michigan should first apply for the MHEAA-administered financial aid programs. Your high school counselor has details and applications. To be eligible you must register for the Competitive Scholarship Exam in early October of the senior year.

STATE OF MICHIGAN COMPETITIVE SCHOLARSHIPS — To be considered you must take the State Competitive Scholarship Exam in your senior year. Stipends range up to \$800 annually and are renewable on the basis of continued need and satisfactory grades.

MICHIGAN TUITION GRANTS—Up to \$800 awarded solely on the basis of need to Michigan residents attending Hope College. A qualifying score is not required in order to receive a grant.

56 Designated Scholarships and Grants

General

MARBLE COLLEGIATE MEN'S LEAGUE SCHOLARSHIPS* — Four \$500 awards available to selected students of high ability and dedication to life purposes consistent with the goals of the Reformed Church in America. Three of these scholarships are specifically named: the Herman Halstead, the Earnest Shay, and the Martin Sommer Scholarships in memory of these church leaders, and the Norman Vincent Peale Scholarship, to be awarded to a young man preparing for the ministry.

THE DE WITT FOUNDATION SCHOLARSHIPS — Awards of \$400 to be used as scholarship aid for students who are the children of employees of the DeWitt Industries and subsidiaries as designated by the donor. The grant will continue for four years contingent upon good academic performance.

*Scholarships for which freshmen are considered.

Financial Aid to Students

SKILLMAN FOUNDATION SCHOLARSHIPS — Awards to assist students who have been included in Hope summer programs for disadvantaged students.

GEORGE F. BAKER SCHOLARSHIPS — Awards to students entering the Junior year at Hope whose academic record and character reveal promise of future leadership. A majority of the scholarship holders will be students who plan to make constructive business activity their life work. The amount of the stipend is determined by financial need, but honorary awards may be made on the basis of leadership qualities alone.

DR. HAROLD DYKHUIZEN MEMORIAL SCHOLARSHIP—A fund of \$10,000, the income to provide an annual \$500 scholarship to a top science student at Mona Shores High School interested in majoring in science at Hope. To be awarded at graduation ceremonies.

THE GEORGE STEININGER SCHOLARSHIP — Awards to needy and worthy juniors and seniors. Established by Della B. Steinger and her children, George Steinger and Helen S. Stults, in memory of the Reverend George Steinger, Class of 1916.

ALVIN M. BENTLEY FOUNDATION SCHOLARSHIP* — An award of \$500 to an academically superior and financially needy freshman student who is a graduate of a Michigan high school.

CLARENCE P. DAME SCHOLARSHIP FUND — A sum of \$500 for grants to students who are preparing for full-time Christian service in the Reformed Church in America and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo.

CHRIS BECKER MEMORIAL SCHOLARSHIP — A \$500 award to a graduating senior from Zeeland High School who demonstrates financial need.

Funded Scholarships

57

JOHN H. RUMPH SCHOLARSHIP — The income of \$10,000 to provide scholarship aid for a worthy senior student who needs funds to complete his education. Established by Mrs. Maude C. Rumph in memory of her husband.

FRANCES H. VAN ZANDT SCHOLARSHIP — A fund of \$5,000, the income to provide a scholarship for a worthy student preparing for the Christian ministry.

KATHRYN VAN GROUW SCHOLARSHIP — A \$500 fund, income to provide scholarship aid for a needy student who is preparing for full-time church work.

JOHN L. HOLLANDER SCHOLARSHIPS — A \$10,000 fund, income provides scholarship aid for worthy students of good character who desire higher education leading to professions in the fields of law, economics, music or teaching. Established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.

Financial Aid to Students

ESTELLE BROWNING McLEAN SCHOLARSHIPS — A \$10,000 fund, income provides scholarship aid for worthy students. Established by C. M. McLean, former member of the Hope College Board of Trustees.

MARY BUSSING SCHOLARSHIPS — A \$50,000 fund from the estate of Miss Mary Bussing — the income to provide scholarship aid for students of ability, leadership, and educational purpose.

JOHNSON-HENRICH SCHOLARSHIPS — A \$16,000 fund, income to provide scholarship aid to worthy students. Established by Mr. and Mrs. Howard Johnson in memory of Mrs. Johnson's father, Frederick Henrich.

EMERSONIAN MEMORIAL SCHOLARSHIP — A \$6,500 fund, the income to provide scholarship aid to needy students of high moral character and Christian commitment. Established by the Emersonian Alumni of Hope College.

FORD MOTOR COMPANY SCHOLARSHIPS FUND — A \$10,000 fund, the income to provide scholarships for worthy students.

I. MULLER SCHOLARSHIP FUND — A \$2,000 fund, the income to provide scholarships for worthy students.

HENRY A. & CAROLYN CHRISTIAN SCHOLARSHIP FUND — A \$6,000 fund, the income to provide scholarship aid to a worthy student who desires higher education leading to a profession in medicine, nursing, biology or teaching.

WIETSCHE & NELLIE MIDDLEBUSH SCHOLARSHIP FUND — A \$10,000 fund, the income to provide scholarship aid to a student with high character, financial need and scholarship.

58 **FRATERNAL ALUMNI SCHOLARSHIP** — A fund of \$5,000, the income to provide scholarship aid for worthy students.

AGNES ROSS SCHOLARSHIPS — A fund of \$7,000, the income to provide scholarship aid for worthy students.

WALTER F. BANK ENDOWMENT FUND — A \$23,000 fund, the income to provide scholarship aid for deserving students.

THE WILLIAM J. WESTVEER SCHOLARSHIP FUND — A \$12,500 fund, the income to provide scholarship aid for worthy students facing financial need. Established by Maud G. Westveer, Willard M. Westveer and Mrs. Henry Steffens.

HAROLD A. SYKES MEMORIAL SCHOLARSHIP — A fund of \$1,575, income to provide scholarship for deserving student. Established in memory of Elder Sykes by the Queens Reformed Church of Long Island, N.Y.

THE FRED MULDER GRANT — A fund of \$6,400, the income to provide a grant-in-aid for a worthy student demonstrating financial need. Grades and class standing are not necessarily a determining factor in naming the grant recipient.

Financial Aid to Students

OSCAR O. R. SCHWIDETZKY SCHOLARSHIP FUND—A \$10,000 fund, the income to provide an annual \$500 scholarship for an upperclass student enrolled in a pre-med program or majoring in one of the physical sciences. Established as a memorial to Dr. Schwidetzky to recognize the altruistic way in which he used his life.

THE GENEVA FUND—A fund established to promote international understanding and world peace. Part of the Hope—Geneva Book Store income is used to provide scholarships to college students from countries outside the U.S.A. who show promise of becoming leaders in the application of the principles of the Christian religion in this area of human relations.

Art

THE HOLLAND COUNCIL FOR THE ARTS SCHOLARSHIP—A cash award of \$300 will be given to a promising major in the Art Department. The Holland Council for the Arts is founded for the purpose of sponsoring and encouraging cultural and educational activities in the Holland and surrounding areas. Deadline for applications for this scholarship is May 15th.

THE STANLEY HARRINGTON ART SCHOLARSHIP—Awarded to a promising major in the Art Department, approximately \$100 intended for the purpose of research materials. The Stanley Harrington Art Scholarship is established by friends, students and family in memory of Mr. Harrington, a professor in the Art Department of Hope College from 1964 to 1968.

HERREL GEORGE THOMAS MEMORIAL SCHOLARSHIP—A \$20,000 fund, the income to provide an annual \$1,000 scholarship to assist a Hope student majoring in art. The award is made to a student with a particular interest in Early American art.

Chemistry

59

Several corporations and foundations have granted funds to be used as summer research fellowship for students who will make chemistry their profession. Awards are made on the basis of ability. Interested students should consult the chairman of the Chemistry Department.

NATIONAL SCIENCE FOUNDATION UNDERGRADUATE RESEARCH PROGRAM—Five Assistantships of \$660 each to chemistry majors for full-time undergraduate chemical research in summer.

RESEARCH ASSISTANTSHIPS—A number of chemistry faculty members have available research assistantships for students to support part-time research during the academic year and full-time research during the summer.

Education

THE LOUIS AND HELEN PADNOS COMMUNITY EDUCATION FUND—Promotes and fosters creative programs and projects that will further the excel-

Financial Aid to Students

lence of the entire educational system of the Holland community. It makes possible such projects as seminars on new ideas in education, pilot programs in foreign language instruction, enrichment seminars for interested high school seniors and encouragement of student projects in specific areas.

Languages

FRENCH SCHOLARSHIP-ASSISTANTSHIP — Awarded each year to a qualified young woman whose native language is French. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Foreign Language Department.

GERMAN SCHOLARSHIP-ASSISTANTSHIP — Awarded each year to a qualified young woman whose native language is German. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Foreign Language Department.

SPANISH SCHOLARSHIP-ASSISTANTSHIP — Awarded each year to a qualified young woman whose native language is Spanish. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Foreign Language Department.

Music

FRESHMAN MUSIC AWARDS — Given each year to entering freshmen in the applied music fields of Piano, Voice, Instrument and Organ. Awards are awarded on the basis of an audition by means of a tape recording. Audition tapes must be submitted by March 1. Additional information can be secured by writing to the head of the Music Department.

60 **GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE** — Awarded each year to the Junior or Senior music student who, in the opinion of the Music Faculty, has proved himself worthy of such a scholarship under the following conditions:

- a. He has been in residence at Hope College for one year.
- b. He maintains a good general academic record during the year the scholarship is granted and does superior work in his applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one lesson per week throughout the year or two lessons per week for one semester. A student may receive the scholarship for one year only.

CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN — Awarded to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN PIANO — An award made to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

Financial Aid to Students

SCHOLARSHIP IN INSTRUMENTS — An award made to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

Physics

A number of scholarships and stipends, funded by corporations and foundations, are available. Application must be made through the department chairman.

Research Corporation Grants of \$150 per semester for part-time research.
NSF *COSIP* Grants for summer research projects.

Psychology

CHRISTOPHER JAMES STRINGER MEMORIAL AWARD — A \$300 award. The recipient, selected by the psychology department staff, is a deserving junior or senior who shows promise of becoming an outstanding psychology student.

Loans Available to Qualified Students

THE HENRY STRONG EDUCATIONAL FOUNDATION provides funds to undergraduate Juniors and Seniors. Interest at the rate of 3% begins to accrue at graduation and repayment is at a specified rate covering a period of four years after graduation.

THE JOHN DYKEMA LOAN FUND — This student loan fund is designed for students who demonstrate excessive need and who may be forced to discontinue their studies without the use of such funds. Grades are not to be a determining factor in awarding these loans. Established by Susan M. Dykema.

THE BING CROSBY LOAN FUND — This is a loan program established by the Trustees of the Bing Crosby Youth Fund, for deserving students who are in need of financial assistance to complete their education. The money is to be loaned to students having satisfactorily completed their freshman year. 61

THE FLOYD LONG LOAN FUND — This institutionally operated loan program was established to help meet the educational expenses of Hope students who demonstrate financial need and show academic promise.

JANET ALBERS YONKMAN LOAN FUND — This fund is to be a Student Loan Fund, all loans to be made to students whose scholarship record and potential suggests that they will pursue successful academic careers at and be graduated from Hope College. Primary consideration will be given to music students, but the fund is open to application by all interested students. Loans will be made to worthy, deserving, and responsible students who have given evidence of leadership potential and who have financial need.

NATIONAL DEFENSE STUDENT LOAN — This federal loan program is limited to permanent residents of the United States, who demonstrate financial need. No interest accrues nor is repayment required while the student carries at least a half-time academic load at any institution of higher education. Repayment is

Financial Aid to Students

required within a 10 year period following the termination of student status. The interest rate is a simple annual 3% on the unpaid balance. Students who enter the teaching profession may receive partial or entire cancellations of principal and interest. *Renewal:* Continued financial need and adequate federal funding.

THE MICHIGAN HIGHER EDUCATION ASSISTANCE AUTHORITY grants loans to needy students who are legal residents of Michigan and who are in good academic standing in the degree program. Loans are made through the student's home bank at an interest rate not to exceed 7%. The government pays the interest while the student is attending Hope College. The repayment period begins 9 months after graduation at which time the borrower begins to pay the interest charge. A repayment period of 10 years may be arranged.

Other educational foundations provide loan funds for students and information on these is available at the Office of Financial Aids. For example, the Hattie M. Strong Foundation provides loan funds up to \$3,000, interest free during college years, to Junior or Senior students. The Pickett and Hatcher Educational Fund grants loans to students at a 2% interest rate during the student's college years and 4% thereafter. Application for loans should be made through the Director of Financial Aid.

DEFERRED PAYMENT of education costs may be arranged through Education Funds, Inc., or Tuition Plan. E.F.I. and Tuition Plan specialize in education financing; their programs permit paying education expenses in monthly installments. For further information, write the Director of Financial Aid or write directly to Education Funds, Inc., 10 Dorrance St., Providence, Rhode Island 02901; or Tuition Plan, 410 North Michigan Ave., Chicago, Illinois 60611.

All EFI agreements include insurance on the life of the parent. There is also total and permanent disability insurance on the parent, plus trust administration in the event of the parent's death or disability, thus insuring the continuation of the student's education.

62

Employment

Limited opportunities for part-time employment on campus and in the community exist for students who need to be partially self-supporting while at college. The Financial Aids Office seeks to locate and assign part-time jobs to students most in need of self-help. It cannot, however, guarantee job assignments to all students applying.

Specific job commitments are made in late summer to students who earlier had been promised Campus Employment. The hourly pay rate is \$1.60. The amount awarded is for the entire year, approximately one half of which can be earned each semester. Since the student is paid directly each month on the basis of hours worked, the estimated dollar value is *not* credited to the students account at the beginning of the semester. *Renewal:* Those who are recommended by their supervisors and who continue to demonstrate financial

Financial Aid to Students

need. A renewal employment application must be submitted each spring. Some campus employment is partially funded through the Federal College Work - Study Program and the Noyes Foundation Program.

Students needing employment for a particular school year should file applications on the available Student Employment Application Forms. Returning students can obtain these from the Office of Financial Aid. New students should submit inquiries to the Director of Financial Aid.

The college recommends that a student whose academic record falls below a C average in a given semester should refrain from part-time employment until his academic record is C average or higher. If he must carry a considerable work program along with his studies, he is advised to reduce his academic load.

STUDENT EXPENSES 1972-73

Fees

GENERAL SEMESTER FEES:

Over-all for boarding students (Tuition, room and board)	\$1,442.50
Tuition	947.50
Board ¹	280.00
Room ²	215.00
Laboratory of Chemistry 24, 35 and 36	30.00
Laboratory for other science courses	15.00
Laboratory of Art 37, 38, 53 and 54	20.00
Laboratory for Theater 65 and 66	15.00
Laboratory for Theater 35	30.00
Laboratory for Theater 31 and 32	5.00
Applied Music ³	
Organ, Piano, Voice or Instrument — one thirty-minute lesson a week	2 hrs. credit 50.00
A forty-five minute lesson a week	3 hrs. credit 75.00
Class Instruction ³ in Voice, Piano, or Instrument	25.00

SPECIAL FEES:

Application (paid by each student upon application for admission)	\$ 10.00
Readmission Fee (for previously admitted students who have not been enrolled in a Hope College program for one or more semesters)	10.00
Late Registration	25.00
Diploma	16.00
Enrollment Deposit (\$50.00 applied against general fees, \$50.00 used as a security deposit refundable upon graduation or withdrawal)	100.00
Student Activities Fee	75.00
Tuition above normal 16-hour load (per credit hour)	40.00
Tuition below 12 hour load (per credit hour)	67.00
Linen Service (optional) ⁴	19.50

BILLS AND REFUNDS — All bills are due and payable in advance of registration for each semester.

¹The college has the right to increase the tuition, room and board fees at any time it finds it necessary to do so.

²All rooms in college housing are contracted for the college year.

³Fees for Applied Music and Class Instruction are in addition to the normal credit hour charge. However, if a student is enrolled in over sixteen credit hours of instruction including Applied Music, he will not be charged additional tuition for the hours over sixteen.

⁴Linen service is optional and can be contracted for both semesters at \$36.

Student Expenses

Contractual arrangements with members of the faculty and staff, and other provisions for education and residence, are made by the college for an entire year in advance to accommodate each registered student for the full academic year; therefore, should a student withdraw before the end of a semester the following rules will apply:

1. **ROOM CHARGES** are not refundable. No portion of a student's room rental will be refunded if the student leaves after he has registered for the semester.
2. **TUITION REFUNDS** for students who withdraw from college, are suspended, or adjust schedules during the course of the semester will be computed from the beginning of the week of registration as follows:

For the student attending classes —

Less than two weeks	80% Tuition money will be refunded
From two to three weeks	60% Tuition money will be refunded
From three to four weeks	40% Tuition money will be refunded
From four to five weeks	20% Tuition money will be refunded
Five weeks or more	No refund

3. **BOARD REFUNDS** for students withdrawing from college will be pro-rated. Those students who desire to change boarding plans once they have registered for a semester must have authorization from the Dean of Students.

THE DEGREE PROGRAM¹

The curricular program is based on the concept of four academic years of college work leading to the Bachelor of Arts or Bachelor of Music degree. Although students enter college from secondary schools with a wide variation in background and education, the first responsibility of the college is to provide for each student a broad base of experience in the various fields of human activity which will enlarge his understanding of the world in which he lives, help him in disciplining his mind, and assist him in acquiring a vital Christian philosophy. The basic courses that are required of every student aim at these objectives and are designed, therefore, to help him acquire the knowledge, skills and attitudes essential for carrying out the common responsibilities of Christian world citizenship. The field of concentration requirement also aims at these broad, liberalizing ends.

The second responsibility of the college is to help prepare each student to take his place, as a contributing member of society, either in a chosen vocation or profession or in a professional or graduate school in which he may continue his specialized training for a career. The requirement of a major, or field of concentration, aims partially at fulfilling this need. In several areas, professional sequences also contribute to this objective. Finally, the basic course requirements aim at developing competencies which are important for most special vocations.

THE OBJECTIVES OF THE CURRICULUM AT HOPE COLLEGE

A. The ability to understand, evaluate and communicate ideas

All Hope students should possess the ability to examine critically, to understand, and effectively to use and to communicate ideas. The student should be able to discern assumptions and premises; to examine critically and evaluate arguments, generalizations, hypotheses and methods; to identify biases and contradictions; to assess the validity of relationships among assumptions, factual information and conclusions. The achievement of this objective depends upon the student's ability to read and listen sensitively and critically, and to express himself, both in writing and in speaking, clearly and persuasively.

B. A broadened awareness

Through direct experience with various artistic and scholarly disciplines and perspectives, a student should transcend the provincialities of his earlier thinking and experiences. By an appreciative understanding of the achievements of the past, he deepens his critical awareness of contemporary society. By participating in some phase of scientific inquiry, he enhances his understanding of the natural world and man's role in it. By comprehending the nature and significance of man's varied means of communication, whether artistic, linguistic, electronic, etc., he furthers his understanding of himself, his own and other cultures. By acquiring scholarly habits and attitudes and by encouraging and strengthening his curiosity he insures for himself a life-long joy in learning.

¹See Appendix for Glossary of Terms, Page 242.

The Degree Program

C. The ability to engage in intensive study

In-depth study commonly referred to as a "major," is a necessary step in the development of a student's powers of understanding. In-depth study in one area makes superficialities in other areas less tolerable. Sustained orderly participation in an academic discipline usually leads to a broadening of intellectual concerns. Through intensive study, the student is exposed to the best literature of the field, to sound methodological and technical procedures, and to the significant contributions of the discipline to man's fund of knowledge. Finally, the student experiences what it means to be an active and creative member of his discipline.

D. A sense of the interrelatedness of knowledge, experience and responsibility

As the student becomes increasingly aware of the interdependent aspects of human experience and knowledge, he is encouraged to develop for himself a personal philosophy of life which gives meaning and wholeness to his learning, experiencing and valuing. In particular, he should understand how the Christian world-view can affect that philosophy of life. From within the context of his own discipline and his own philosophy of life, he remains open to the totality of human experience, seeking always an integration that leads to a meaningful and responsible life.

A. GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

Semester Hours and Quality Points

A student to be eligible for graduation must pass all college required courses and must present a minimum of one hundred twenty-six (126) credit hours of college work. The grade average of all his course work must be 2.0 or higher.

Academic Major Requirement

A student may apply to a major program any time after the completion of his first semester of college work. Criteria for acceptance to a major program vary by department. Departmental criteria are listed in the forward to the department's course offerings.

Normally, a student makes his major choice by the end of his sophomore year. Every student must, however, be accepted as a major in a department by the time he obtains senior status (94 semester hours). If a student has not been accepted as a major by this time, he either will be asked to withdraw from the college or will be allowed to enroll for one additional semester under the probationary condition that he reach a decision for a major and be accepted as a major by the end of his seventh semester (approximately 110 semester hours). No student will be permitted to enroll for a final semester who has not been accepted as a major and no student will be graduated from Hope College who has not spent at least one full semester (12 semester hours or more) of study subsequent to acceptance as a major.

The Degree Program

The bachelor degree requires the successful completion of a departmental major program. The Bachelor of Arts degree may be earned in thirty-four fields of major concentration. The bachelor of arts degree may be earned in art, biology, business administration, chemistry, classical languages, communications, economics, English, French, geology, German, history, humanities, language arts, Latin, mathematics, music literature and history, music theory, philosophy, physical education, physics, political science, psychology, religion, science, social studies, sociology, Spanish, speech, and/or theatre. The bachelor of music degree may be earned in performance, vocal music education, and/or instrumental music education.²

Residence Requirement

Under normal circumstances, the final 30 semester hours of the Hope College degree program must be completed at Hope College or in an off-campus program sponsored by Hope College. This latter category would include the Great Lakes Colleges Association programs, and those of the Institute for European Studies. In certain individual cases, an exception may be granted through the following procedure:

1. The Academic Dean, in consultation with the student's major Departmental Chairman, may approve the taking of a maximum of 15 semester hours of the final 30 at another educational institution.
2. If the student seeks permission to complete his entire senior year at another educational institution, approval must be given by both the Student Standing and Appeals Committee and the Dean for Academic Affairs.
3. In both of the above exceptions, approval must be granted in advance of the student's enrollment in the other institution and all Hope College academic requirements must be completed by the graduation date. No student will be graduated from Hope College who has not spent a minimum of one full academic year as a full-time student on the Hope College campus during the period in which he has junior or senior standing.

B. CURRICULAR REQUIREMENTS FOR THE BACHELOR'S DEGREE

Introduction to Liberal Studies

A seven semester-hour sequence is required of all freshmen. This sequence aims to raise to a more significant level interest in and concern for exploring the basic human questions that every adult faces, and to provide a rationale for the educational requirements the Hope student will face and an understanding of the liberal values of his study. Finally, it seeks to develop his skill in expressing his reflections on such questions clearly, forcefully, and in orderly fashion in speech and writing. The sequence includes English 113 and Philosophy 113.

²For general college requirements for bachelor of music degrees, see pages 156-157.

The Degree Program

Cultural Heritage

An eleven or twelve hour sequence normally completed by the end of the sophomore year. This sequence includes:

- a) Six hours of literature. Normally, this requirement is fulfilled by completing English 231 and 232. However, Greek 255 or Latin 255 may be substituted for English 231; English 301, 302, 305 or 312 or French 355, German 355, or Spanish 355 may be substituted for English 232.
- b) Three hours of Music, Art or Theatre, normally Art 161, Music 101 or Theatre 101.
- c) Three hours of History, normally History 130 or 150.

Social Science

A six semester-hour sequence, normally completed by the end of the sophomore year. One semester course must be chosen from the economics or political science areas—recommended: Economics 201 or Political Science 101; and one course from the communication, psychology or sociology areas (recommended: Communication 101, Psychology 100 or Sociology 101). Psychology 100 is required of all prospective teachers.

Science and Mathematics

An eleven semester-hour sequence, eight hours in science and three hours in mathematics, normally completed by the end of the sophomore year.

Students must elect at least two courses, totaling eight hours of science from those designated in the departments of biology, chemistry, geology, and physics. At least one of these courses must include laboratory. Students enrolled in the elementary education program may fulfill their science requirement with a special course sequence.

The third course must be in the field of mathematics. A minimum of three semester hours in mathematics is required. Students may select any course(s) from the offerings of the Mathematics Department. Students enrolled in the elementary education program should choose Mathematics 105. Most students planning to major in psychology, sociology, political science, physical education, or economics and business administration should choose Mathematics 210 or Mathematics 215, 216.

69

Foreign Language

The Foreign Language graduation requirement is as follows:

1. For students entering with at least two years of study of a foreign language in high school the foreign language graduation requirement consists of any one of the following:
 - a. from 6 to 8 credit hours of study of that language commencing at the level determined by the student's performance on a placement test;

The Degree Program

- b. the 111, 112 sequence (8 credit hours) in a language not previously studied;
 - c. one semester of concentrated study of a given language in a country where that language is spoken and under the auspices of a foreign study program recognized by the college and approved by the chairman of the department of Foreign Languages.
2. Students entering with less than two years in a language in high school enter with a deficiency which must be made up by completing (for credit) the 112 (4 to 8 credit hours) course in any language before proceeding to fulfill the foreign language graduation requirement, which in their case is *either* the 231-232 sequence (8 credit hours) in that same language *or* either (b) or (c) listed above.

Religion

A six semester-hour sequence, normally completed by the end of the sophomore year (3 hrs. for Junior or Senior transfers.) Religion 110, 120, 130 or 140 may be elected to fulfill the first 3 hr. course requirement. For the second 3 hr. requirement a second course from the four listed or any other course from the offerings in the Department may be selected. (See Dept. of Religion, page 191).

Senior Seminar

A three semester-hour course to be taken either semester of the senior year. Students may elect from the following courses to fulfill this requirement: Interdisciplinary Studies 401, 402, 421, 423, Religion 331, 333, 351, 453, Theater 401.

Physical Education

Two semester courses in Physical Education activities, totaling two semester hours. Students may enroll in additional activities courses, but a total of only four semester hours of credit in these courses, including two in the core, may count toward graduation.

C. THE MAJOR PROGRAMS

THE DEPARTMENTAL MAJOR—The departmental major is the most common means by which Hope's students engage in intensive, in-depth study in one field of knowledge. Normally, a student by the end of his sophomore year is expected to choose a field of concentrated study.

Procedure for applying for a Departmental Major—Upon deciding in what department he will major, and after consultation with his faculty advisor, a student will make application to the Chairman of the Department in which he plans to major. Every student is required to submit a completed form, obtainable at the Records Office, to the Chairman of the department. The Chairman, in consultation with other members of the Department, will review the student's past academic performance and admit him to the departmental's major program. Upon acceptance the Chairman will assign the student to a departmental faculty advisor who, in turn, assist

The Degree Program

the student in working out his academic program. The student should familiarize himself with the specific requirements of his major department as stated in Part II of this Catalog. The student must meet all departmental requirements for the major in order to graduate from the College.

THE COMPOSITE MAJOR—The composite major is an alternative to the Departmental Major. While the composite major seeks to fulfill the same objectives as the departmental major, namely, the ability to engage in intensive, indepth scholarly inquiry, the composite major allows for special alignment of courses from several departments to fulfill a particular academic or vocational objective. The composite major is just as rigorous as a department major but it allows the tailoring of an academic program to a field or topic of inquiry other than a departmental field.

Guidelines for the Composite Major—The following guidelines are established for those contemplating a composite major and for those responsible for approving such a major:

1. The applicant must present a rationale for his composite major. This must include a definition of his field of inquiry. This field must be more specific than a random collection of courses from several departments in the same division.
2. The composite major should consist of at least 36 credit hours of course work aimed at providing depth in the defined field of inquiry.
3. Of these hours, at least half should be in courses that are not elementary but upperlevel courses (normally courses numbered over 300).
4. As for all applications for majors, the request for a composite major should be made at the close of the sophomore year, and certainly no later than three semesters prior to graduation. Upon acceptance the student will be assigned a major advisor who, in consultation with the student, has responsibility for determining the specific course sequence that must be followed to complete the major, and who certifies to the registrar that the major has been completed.

Procedures for Application and Acceptance of the Composite Major

71

1. A student wishing to apply shall secure a composite major application form at the Registrar's office. This form will include the Guideline statement adopted by the Academic Affairs Board.
2. He shall submit the completed form (which includes a definition of the field of inquiry and the reasons for wishing to take a composite major) to the chairman of the Composite Major Committee.
3. The Composite Major Committee shall consist of two continuing members (the Associate Academic Dean who serves as chairman, and the chairman of the Academic Affairs Board) and of one ad hoc faculty member invited by the chairman upon receipt of an individual application to review that particular application.
4. The Composite Major Committee will act on each request. If the request is approved, the committee will assign a major advisor for the student.
5. The Composite Major Committee shall report its decisions to its parent Board.

The Degree Program

The Composite Major for the Education Student—Education students planning to seek certification in Elementary Education should plan to follow one of the composite programs already approved. Such a student should consult with the Department of Education by the end of his sophomore year. The composite major leading to certification in Elementary Education consists of a minimum of 36 hours in related academic fields and requires a concentration of at least 18 hours in one academic field. At present, the following composite majors are approved:

- Language Arts (Communication, English Language, Foreign Languages, Focus is on languages as a communicating art).
- Humanities (Literature, Art, Music).
- Social Studies (History, Political Science, Sociology, Economics, Geography).
- Science (Biology, Chemistry, Geology, Mathematics, Physics).

PSYCHOLOGY-SOCIOLOGY MAJOR is designed for students who are intending to enter professions which require intimate contact with humans and affects human welfare. The major builds upon a broad liberal arts base and examines: 1) the philosophies of social welfare; 2) various theoretical perspectives of Psychology, Sociology, and Anthropology; and 3) the complementarity, utility, and integrative properties of the various theoretical perspectives relative to their contributions for human and social welfare.

Requirements include: Psychology 100, 230, 260, 300, 380 or 430, 370
Sociology 101, 102, 151, 232, 241, 346, 242 or 312

It is strongly recommended that the student take Mathematics 215 and 216 (alternative Mathematics 210) for the College mathematics requirement, and Animal Biology or Human Ecology and Principles of Heredity for part of the requirement in science.

Students contemplating this major should consult with the Sociology or Psychology Department by the end of their sophomore year.

Also see "Social Work" listed under pre-professional programs.

D. THE CONTRACT CURRICULUM

The curricular design for B.A. degree at Hope College, as outlined in the above pages, may not be appropriate for all students. Beginning in the Fall of 1972, another curricular program of limited enrollment was established. The Contract Curriculum is an alternative program for achieving the educational objectives of the College. The Contract Curriculum may replace both the general college requirements and the requirements for the major.

The Contract Curriculum rests on several assumptions. First, there are some students who are not only capable of, but also eager for more selfdetermination in their education. Second, the current presupposition that students ought to learn broadly at first and then proceed to greater and greater specialization is not necessarily valid for all students. In fact, the inverse of that academic pyramid might be more productive with some students. For

The Degree Program

some, concentrated studies in the sophomore year in one academic area might be a better approach to the ultimate achievement of the college's educational objectives. Because of the new horizons opened by concentration, intensive study may serve as a more effective tool than the present "Introduction to—"courses in creating the desire for investigation of other areas. Finally, the Contract Curriculum is not to be considered as an honors program. No minimum grade point average shall be established as a prerequisite for the acceptance into the contract curriculum.

To implement this Contract Curriculum proposal, the following guidelines are required to be followed by students and faculty:

1. In order to be admitted into the Contract Curriculum program, a student must have completed two semesters of full-time study (minimally 24 hours) at Hope College. However, a student may apply and complete all preliminary steps for admission to the program at any time after the mid-term point of the semester in which he will complete a minimum of 24 semester hours taken at Hope College. (Action on his application will be deferred until he has completed the 24 hour requirement.)
2. It will be the responsibility of the student to provide concrete evidence that he is able and both sufficiently responsible and motivated to pursue such an independent program. (The evidence shall include his past academic record, letters of recommendation, an interview and other appropriate support.) A student entering the Contract Curriculum must accept the contract as his full-time academic program for that semester.
3. The student must seek out one faculty member who will act as his mentor for a period normally not to exceed two semesters. The mentor is to be chosen from a list of faculty members who volunteer to serve with the approval of the Academic Dean. The student and the mentor will propose a contract which outlines the course of study.
4. The writing of the contract is of crucial importance and care must be taken to make it as comprehensive as possible. The contract shall state the educational objectives and means for carrying them out, provide criteria for evaluation, acknowledge educational risks involved, and make provisions for "statements of progress" to the faculty Contract Committee which may include oral examinations and/or the presentation of papers or special projects.
5. The written contract shall be submitted to a faculty Contract Committee composed of the Dean for Academic Affairs or the Associate Dean, one faculty member appointed by the Dean who will serve as Chairman of the faculty Contract Committee, and two faculty members selected by the student and his mentor. The faculty Contract Committee will evaluate the contract in light of the educational objectives stated above in Part IV and grant approval based upon additional criteria designed to maximize the possibility of the student's successful completion of the contract.
6. Academic credit for students involved in the Contract Curriculum will be recorded on the student's transcript in any of the three following ways:

The Degree Program

- a. As independent study in an existing department;
- b. as an IDS course specifically designated to cover contract curriculum programs;
- c. as a course already in existence in the Catalog.

In the last instance, the student may arrange with the instructor to fulfill the objectives of the course on an individualized or independent basis. This crediting procedure is not an implicit recommendation that the Contract Curriculum be designed only as a realignment or novel juggling of existing courses. Rather, it is intended to provide a means for recording and assessing the student's effort and, at the same time, translate the student's program into terms meaningful to other institutions who evaluate Hope's transcripts. Provided the student thoroughly understands the risks involved, any or all of the credits may be recorded as Pass or Fail if the Contract Committee so agrees. However, a student under the Contract Curriculum may request conventional grades in some or all aspects of his program. The Chairman of the faculty Contract Committee shall designate the faculty members (or others) who will assign grades for the student's permanent record.

7. The faculty Contract Committee, having periodically evaluated the student's progress, will certify the fulfillment of the contract according to the terms proposed therein. Such certification might include written and oral examinations.
8. The period of the contract shall be no less than a semester in duration and may extend to the time of graduation. If the contract shall extend to the time of graduation, which could be as long as three years, the faculty Contract Committee will have full power and responsibility to determine whether the student's work fulfills the requirements for the Bachelor's degree and whether the student has adequately reached the objectives to receive that degree.
9. Should a student decide to terminate his contract before the time of its fulfillment or at the end of any semester prior to graduation, the faculty Contract Committee will have the final decision as to how many credit hours of work have been completed and where they shall be applied to the curriculum, after consulting with the chairman of the appropriate departments.
10. Faculty members volunteering to serve as mentors will be expected to do so as a part of their normal responsibilities. The faculty member will consult with his chairman and with the Academic Dean on the matter of faculty work load.
11. Special contract applications, registration and credit evaluation forms shall be provided by the Registrar's Office. Students electing to follow the Contract Curriculum approach will be assessed a special non-refundable registration fee each semester they register under the contract program.
12. The Academic Dean will publish each academic year a catalog in permanent format describing each contract proposal approved by the college. The catalog description for each contract shall also include the following:

The Degree Program

- a) a clear statement as to how the objectives in paragraph 4 above have been carried out;
 - b) the names of the mentor, Contract Committee and its chairman, and the student.
13. A Director of the Contract Curriculum Program will be appointed by the Academic Dean. The Director's duties will include the drawing together of resource materials helpful to students, mentors and Contract Committee members in carrying out their respective roles; and he shall assume leadership in an on-going evaluation of the program.

E. CLUSTER CURRICULA AT HOPE COLLEGE

It is possible for students with particular academic interests to organize some of their courses around programmatic themes. Such "clustering" of courses does not replace the major at Hope College. Rather, the "cluster" is a means of integrating a student's elective program. It is possible, however, that some courses in the "cluster" and some courses required for a major will be identical. The courses suggested below are in addition to "Independent Reading" Courses available to students in all Departments.

American Studies

Any course in American History

Any course in American Literature

Art 336	American Art	75
Economics 315	History of Western Capitalism	
Economics 402	Comparative Economic Systems	
Interdisciplinary Studies 337	Probing Values	
Music 323	Wagner and the Twentieth Century	
Philosophy 212	Early Modern Philosophy	
Philosophy 310	Twentieth Century Philosophy	
Political Science 211	American Political Party Development	
Political Science 339	American Constitutional Law	
Political Science 346	American Political Thought	
Political Science 378	American Foreign Policy	
Religion 140	Religion in Society	
Religion 321	Religion in America	
Religion 421	Studies in the Reformed-Presbyterian Tradition	
Sociology 321	Social Movements	
Theater 251	Development of the Cinema	
Theater 253	Art of the Cinema	
Theater 306	American Theater	

The Degree Program

Environmental Studies

Biology 101	General Biology
Biology 102	General Biology
Biology 218	Human Ecology
Chemistry 105	Of Molecules and Men
Chemistry 101	General Chemistry
Chemistry 102	General Chemistry
Geology 116	Oceanology and Limnology
Interdisciplinary Studies 337	Probing Values
Interdisciplinary Studies 421	Science and Human Values
Physics 111	The Visible World
Physics 112	Man and the Invisible World
Psychology 400	Environmental Psychology
Sociology 311	World Populations Problems

Minority Studies

Black Studies

Art 368	African Tribal Art
Economics 302	Monetary and Fiscal Theory and Policy
Education 500	Perspectives in Education
English 241	Black Literature
History 356	American Social History
History 450	Studies in American History
Interdisciplinary Studies 118	Studies in American Black Culture
Philadelphia Urban Semester	(See Catalog, p. 157 f.)
Sociology 151	Cultural Anthropology
Sociology 322	Race and Ethnic Relations
Sociology 312	Urban Sociology

Chicano Studies

76 Education 378	Teaching English as a 2d or Foreign Language
History 450	Studies in American History
Spanish 352	Latin-American Civilization
Spanish 478	Modern Spanish-American Literature

Urban Studies

Communications 351	Social Impact of Mass Communication
Economics 302	Monetary and Fiscal Theory and Policy
Economics 403	Economic Growth and Development
History 350	American Social History
History 430	Studies in European History
Interdisciplinary Studies 337	Probing Values
Philadelphia Urban Semester	(See Catalog, p. 157 f.)
Sociology 312	Urban Sociology

GENERAL ACADEMIC REGULATIONS

System of Grading

Each student receives a grade in his courses at the middle and at the close of the semester. The mid-semester grades, designed to give the student an indication of his progress, do not appear on a student's transcript.

The system of grades is as follows:

<i>Grade</i>	<i>Significance</i>	<i>Quality Points</i>
A	Superior	4.0 per sem. hr.
A—	Superior	3.7 per sem. hr.
B+	Good	3.3 per sem. hr.
B	Good	3.0 per sem. hr.
B—	Good	2.7 per sem. hr.
C+	Average	2.3 per sem. hr.
C	Average	2.0 per sem. hr.
C—	Average	1.7 per sem. hr.
D+	Weak but passing	1.3 per sem. hr.
D	Weak but passing	1.0 per sem. hr.
D—	Weak but passing	0.7 per sem. hr.
F	Failure	0.0 or nothing
P	Pass (Pass/Fail Option)	0.0 or nothing
I	Incomplete	
W	Withdrawal	
IP	In progress	

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning. By way of example, a student receiving an A, B, C, D, or F in a three-semester hour course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester hours attempted (excluding "Pass" hours) establishes the quality point average (GPA) of a student. A quality (or grade) point average of 2.0 shall be required for graduation from Hope College.

77

Incompletes and Failures

An incomplete (I) is given only when unusual circumstances beyond the control of the student prevent giving a specific grade. It must be removed within the first nine weeks of the next semester in which the student is enrolled. If not removed within this time, the incomplete becomes a failure (F).

A failure (F) cannot be removed from a student's record. However, if a course is repeated, the second grade is recorded as the final grade for the course. If the course is required for graduation or for a major, it should be repeated the next time it is offered.

General Academic Regulations

Academic Standing

Students entering college with the intention of working toward a bachelor's degree should study carefully the requirements for graduation, especially the qualitative standards, or minimum honor point average. The minimum of 2.0 or "C average" required for graduation means that a student who has a cumulative average at the end of his freshman year of less than 1.60; at the end of his sophomore year of less than 1.80; and at the end of the junior year of less than 1.95, is not progressing in his academic work sufficiently to indicate successful completion of the degree requirements.

Students who fall below these cumulative averages or who fall significantly below a C average for any particular semester are sent a letter of academic warning and are asked to see their counselors for further academic advisement. Their parents are also informed of the student's status. A student may be requested, for academic reasons, to withdraw from college, if, in the judgment of the counselor and deans, such action is felt to be best for the student.

If a student who has been asked to withdraw is to be permitted to apply for readmission, the date of earliest application shall be determined at the time of withdrawal. Normally, the minimum period of suspension is one academic year.

Repeating a Course

If a student wishes to raise his mark in a course so that his cumulative average of 2.0 or better can be maintained, he may repeat any course at Hope. The original course mark will be replaced by that earned in the repeated course, but the record of the original attempt will remain as part of the student's record (for information purposes only). A Hope College course may not be repeated for credit at another college or university.

Withdrawal from College

In order to assure himself of an honorable dismissal from college, a student withdrawing from college anytime during an academic term must obtain a withdrawal form from the office of the Dean of Students and have it signed by the Dean of Men or the Dean of Women, the Associate Dean for Academic Affairs, and the Business Office. No refunds will be given to a student until the above form is processed.

NON-RETURNING STUDENTS — Students who withdraw from the college after completing the semester in which they are currently enrolled must notify the college. All financial refunds will be withheld until the student submits a Non-Returning Student Form. Forms may be obtained at the Academic Records Office.

Change of Courses

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing of courses:

General Academic Regulations

ADDING AND DROPPING OF COURSES — No student may enter a new course or drop out of a course after the end of the second week in the semester.

WITHDRAWAL FROM COURSES — A student may withdraw from a course after consultation with his instructor and counselor within the first ten (10) weeks of the semester. The notation "W" will appear on his record. Courses withdrawn from after that period will ordinarily be recorded as failures.

PASS-FAIL COURSES FOR JUNIORS AND SENIORS — Each junior and senior, as a part of his regular quota of courses, is permitted to elect and designate in each semester one course for which he will be granted the usual academic credit but without an official grade on his record other than the pass-fail designation. This procedure has the following provisions:

1. A student must be enrolled as a full-time student (12 hours or more) in order to qualify for the pass-fail option.
2. The course designated must lie outside the student's major field. It may not be a required course, either by the Department of the student's major or by the College.
3. The student should perform the work, and otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor — having done this, he will receive a "P" for pass, if not, an "F" for fail.
4. Any student wishing to elect a course under the pass-fail plan should complete the normal registration procedures and within ten weeks following the completion of registration, should obtain a special pass-fail form from the Academic Records Office. The student will indicate the course which he wishes to elect on a pass-fail plan, have it approved by his academic advisor, who will be responsible for seeing that the course is not an all-college requirement. This form will then be returned to the Academic Records Office where change in designation of this single course from a grade to a pass-fail plan will be made. A student may not change a course either to or from a pass-fail designation at any time other than the period allowed for electing the pass-fail option.
5. The student will, during the semester, receive grades for his work in the course, but at the end, will receive on his record only the pass-fail designation.
6. The Professor will not be informed of the student's election of the pass-fail grading system for his particular course, but this information will be available to the Professor at his request from the Registrar. The Professor will submit a letter grade for the student to the Academic Records Office where it will be translated to either the "P" or "F" designation.
7. Students seeking admission to some Graduate Schools and some Professional Schools should ascertain the number of P-F courses which schools will accept.

General Academic Regulations

AUDITING — By special arrangement courses may be audited on a non-credit basis. Permission to do so must be obtained from the Associate Dean for Academic Affairs and from the instructor of the course concerned. Normal hourly fees are required for courses taken on an audit basis. No course may be taken for audit after the first two weeks of the semester.

Transfer Credit

A student currently enrolled at Hope College and wishing to transfer credit earned in a regular term or summer session at another accredited institution must have approval in advance for each course from the equivalent Hope College Department Chairman and the Hope College Registrar. Forms to insure the transferability of these courses are available in the Academic Records Office in Van Raalte Hall.

The credits for courses with grades of "C" or better will automatically transfer if advanced approval has been obtained. Credit in courses with grades of "C-" or below will transfer only if the student's cumulative grade point average at the institution issuing the credit is 2.0 or above.

Course number, course title, grade earned, credits awarded and the cumulative grade point average are posted on the student's permanent record; however, the grade point average is not computed with the Hope cumulative grade point average. Credit only toward the degree will be awarded.

If prior approval for courses taken at other institutions is not obtained, the college reserves the right to deny credit for any course taken at another institution. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

Senior Honors Project

The Senior Honors Project has been instituted to provide opportunity for the specially talented major in any department to engage, during his senior year, in a piece of individual research of high quality, culminating in a meritorious report, essay, or public performance. Senior students with a 3.0 or better average who are interested in such a project must make application to the department chairman prior to the semester in which they will do the project. The departmental staff acts on the application and designates an advisor for the project. The project must culminate in a report, essay, or public performance that meets the departmental standards. Upon successful completion of the project the student will receive three credit hours with the grade of A and notation of the project title on his permanent record if requested. No student may apply for more than one Honors Project. A project falling below the accepted standard but still worthy of academic credit will be listed simply as an Individual Project with the appropriate grade.

General Academic Regulations

Student Load

The normal student load is sixteen hours per semester. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester to maintain full-time status. Veteran students under the G.I. Bill must carry a minimum of twelve hours to be considered a full-time student and to receive maximum benefits.

Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the advisor. Application for more than seventeen hours must be made to the Associate Dean for Academic Affairs. Under no circumstances will a student be permitted to take more than nineteen semester hours. Students carrying more than a normal load must pay a fee of \$40.00 for each semester hour in excess of sixteen.

A student's normal summer load is six credit hours (six-week session) or eight hours (eight-week session). With the permission of the academic advisor and the director of the Summer Session, one additional credit hour may be carried.

Classification of Classes — Eligibility

SOPHOMORE — Student must have 24-57 hours of credit

JUNIOR — Student must have 58-93 hours of credit

SENIOR — Student must have 94 hours of credit

81

Class Attendance

Since class attendance is regarded as an essential part of the educational process at Hope College, the student is expected to benefit by classroom discussions as well as by his daily text assignments. It is the student's responsibility to present an excuse to his instructor and request make-up privileges.

Classwork missed while students are ill or away on faculty-approved business should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, a faculty member will cooperate with the student in his attempt to make up his loss when such absence is unavoidable. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment. In case of excessive absences, the instructor may refuse all credit for the course.

General Academic Regulations

Appeals and Requests for Academic Waivers

A student may seek exemption from an academic regulation by appealing in writing to the Associate Dean for Academic Affairs. The student must secure the approval of his faculty advisor to waive an academic regulation. The student may further appeal the Dean's decision to the Student Standing and Appeals Committee for final disposition, if submitted to the Chairman of Appeals Committee within ten days after notification of Dean's decision.

Correspondence Credit

Credit for correspondence work is accepted by Hope College provided that these courses are offered by an accredited institution or the United States Armed Forces Institute and are approximate equivalents to Hope College courses.

Transcript of Record

A student who is graduated or granted an honorable dismissal from college is entitled to one certified transcript of his record. A \$1.00 payment in advance is charged for each additional copy. The college makes every effort to insure the confidentiality of its student records. Consequently, transcripts will be released only upon written request of the student.

ACADEMIC SESSIONS

The Regular Session

The majority of the curricular offerings are given in the two-semester regular session, beginning in August and ending in May. Classes are held Monday through Friday throughout the day, the first class beginning at 8:30 a.m. and the last (ninth) period ending at 5:20 p.m. The college calendar gives the exact dates of this session.

The basic program of offerings during the regular academic session is found in the next section under Course Descriptions. Several special programs are offered during the academic year, some on campus and some in affiliated colleges and universities.

PROGRAMS FOR TALENTED STUDENTS

These programs designed to challenge the student with unusual academic talent or background include honors courses and honors sections in the freshman and sophomore years, and in the junior and senior years special courses and tutorial work that encourage the talented student to explore widely and independently and to think creatively. Furthermore, through placement examinations, students are able to avoid useless repetitive learning and are given opportunity to enter courses at the proper level in the fields in which they have achieved advanced standing.

Students in the underclass college honors sections are expected to explore more freely and broadly and to take more responsibility for learning than they are expected to do in the college required courses. Students enter the Honors sections upon invitation from the college Honors Committee. Invitation to enter the freshman courses is extended to students on the basis of high school grade records, test scores, and other available information indicating the student's achievement and potential.

To provide additional flexibility to the advanced course offerings designed for major students and to encourage independent study and research, nearly all departments that give majors offer a senior level course that is run in seminar fashion. These involve special readings in areas not covered by other more structured courses, or a research project and written thesis, or a combination of these two.

Completely individualized study, an upper-level tutorial, is open to superior students in the senior year through the Senior Honors Project.

In several departments, notably biology, chemistry, geology, mathematics, physics, and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members. Students chosen take part in important research and under foundation research grants receive stipends for this work.

Students with excellent academic records and an interest in college teaching as a career may apply for entrance into the Michigan Scholars in College Teaching

Academic Sessions

Program at the close of the sophomore year. Selected seniors in this program participate in a colloquium, "Explorations in College Teaching" and receive several scholarly privileges and opportunities that help them move toward this career.

THE PRESIDENTIAL SCHOLAR PROGRAM

The Presidential Scholar Program was established to enable academically gifted students with strong potential for leadership with an opportunity to broaden their educational program while at Hope College.

Students are invited into this program at the beginning of their freshman year. To hold this designation as "Presidential Scholar", a student must maintain a good scholastic standing. He is encouraged to take the seminar for freshman Presidential Scholars and individual study programs as upperclassmen. In addition, the Presidential Scholars are invited to special dialogue sessions with distinguished Presidential Scholars and personalities who visit the campus, to participation in special forums, and to special off campus trips.

The goal of this program is to create opportunities for intellectual exploration and to assist students in finding challenging educational roles.

The Presidential Scholar Program is under the direction of the Associate Dean for Academic Affairs in conjunction with a committee of students and faculty.

WASHINGTON SEMESTER PLAN

The Washington Semester Plan enables superior students from a limited number of colleges, including Hope, to study government and politics at the heart of our nation's life in Washington, D.C. The program proceeds under the direction of the American University. By virtue of an agreement between the two institutions, full credit for the study completed is granted by Hope College. Select students in junior and senior years are eligible for participation in this distinctive program. For further information, consult Professor Zoetewey.

AREA AND LANGUAGE PROGRAMS AT GLCA MEMBER COLLEGES

Hope's membership in the Great Lakes Colleges Association enables Hope students to make arrangements for the study of a number of critical languages. Depending on individual programs, students may transfer for a quarter semester year or longer to one of the member schools and still receive full credit towards graduation at Hope College. The following area and language programs are currently available: Chinese at Oberlin and Wabash, Japanese at Earlham, Arabic at Kenyon, Hindi at Wooster, and Portuguese at Antioch.

Hope is also a participant in the *Cooperative Undergraduate Program for Critical Languages*, jointly sponsored by Princeton University, The Carnegie Corporation of New York and the Ford Foundation. This program has been established to make available to undergraduates of other institutions the resources at Princeton University for instruction in the Arabic, Chinese, Japanese, Korean, Persian,

Academic Sessions

Russian, and Turkish languages, and related regional studies in the social sciences and humanities. The normal pattern of study involves a year of work at Princeton (usually the junior year) and intensive summer language training courses before and after the year at Princeton. For further information regarding the courses available in the program, requirements for admission, and financial aid opportunities, please consult D.B. Wheeler of the Foreign Language Department.

THE URBAN SEMESTER IN PHILADELPHIA

The Great Lakes Colleges Association and Hope College sponsor jointly a program designed to give students direct participation in the social changes and challenges of the inner city. The program offers an experimental approach to education through involvement as well as a term in an urban setting. Students in the program are assigned to professionals engaged in improving the qualities of urban living. These people—educators, religious leaders, community leaders, urban administrators—help supervise student work on individual urban projects. The academic study carried on by students is directly related to the problems being experienced in the action projects. GLCA faculty in Philadelphia lead seminars, discussion groups, and direct independent study programs. Student teaching may be done in conjunction with the program. For further information, consult Professor James Snook.

THE ARTS PROGRAM IN NEW YORK

The Great Lakes Colleges Association provides in its New York Arts Semester rich opportunities for the student seriously interested in art, music, or theatre. The Program gives the student ready access to vast numbers of original works of art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional artist to better understanding of the intentions, the problems, and the means of the arts.

The more imaginative the student's research project, the more likely it engages the attention of those responsible for rare archival holdings. Those with special interest in turn-of-the-century architecture can, for example, profitably study carvings and architectural fragments being collected by the Anonymous Art Society as more and more of the City's brownstones are destroyed. Or a history or economics major working on the Depression can, for instance, utilize photographic documents of the era in the collection of the Museum of Modern Art. Interested students should consult Professor Delbert Michel.

85

Campus Summer Sessions

THE REGULAR SUMMER SESSION

Hope College offers a program of summer school study on its campus for Hope students and those from other colleges. The session extends for six weeks. All modern language courses run for eight weeks.

The courses are undergraduate credit courses which can be applied toward the A.B. degree at Hope or transferred to other universities or colleges. Students regularly enrolled at another college should secure advance permission from the academic dean of that college if they wish credit transfer for summer study

Academic Sessions

taken at the Hope summer school. Veterans may apply for full privileges under the G.I. Bill. A few courses are acceptable at Michigan universities for graduate credit. Enrollment in the summer session does not assure admission to regular academic sessions.

For full details on the regular summer course program, write to the Director of the Summer School.

TRIAL SESSION

S.T.E.P. Program (Summer Trial and Evaluation Program)

Within the framework of the summer school, the College maintains a special program designed to help high school graduates, with promise and potential but with weak academic background and preparation, prepare themselves for regular college-level work in the fall semester. In this six week session the enrollees study two topics on the college level and are given special instruction designed to improve their academic skills, such as reading, study habits, and writing. Such a program introduces the student to college work under the most favorable conditions. While completion of the S.T.E.P. program does not insure admission to Hope College, the program does offer the Admissions Committee more reliable information about the student's abilities and potential.

For complete details for admission to the regular summer session or the S.T.E.P. Program, write to the Director Admissions.

SUMMER SESSION FOR INTERNATIONAL STUDENTS

This program is especially designed to introduce students from abroad to Contemporary America. The five-week session attempts to provide a comprehensive overview of United States history and politics, economic and social patterns as well as cultural and intellectual life through lectures, discussions, field trips and a series of related social activities.

86

During the first three weeks of the session participants are housed in college dormitories and, where possible, paired with American students enrolled in the regular summer program. During the second half of the academic program the foreign students are welcomed into the homes of families in the community. Here they receive direct experience with the American way of life.

SUMMER INSTITUTES FOR TEACHERS OF HIGH SCHOOL CHEMISTRY, AND MATHEMATICS

For several years Hope College has conducted National Science Foundation summer institutes and proposes to do so again next summer. Last year's NSF Institutes included one for high school teachers of second-year and Advanced Placement chemistry and, one for high school teachers of Advanced Placement mathematics. The Institutes overlap the regular six-week summer school session, extending from seven to nine weeks. Lecturers, who each handle a basic concept or major topic for a week, are prominent scientists and mathematicians chosen for their broad mastery of the specific areas assigned them.

Academic Sessions

Application blanks may be obtained in January by writing Dr. Eugene C. Jekel, Director of NSF Summer Institute in Chemistry; or Dr. Jay Folkert, Director of NSF Summer Institute in Mathematics, in care of Hope College, Holland, Michigan 49423. Deadline data for returned applications is February 15.

UPWARD BOUND PROGRAM — An educational project designed to include 40 disadvantaged high school students from greater Muskegon and from Ottawa County, in a seven week summer experimental course. Upward Bound is a nation-wide program funded by the Federal Office of Economic Opportunity and by the participating College. The purpose of the program is to provide a new and stimulating environment for learning. Information is available from the Project Director Mr. Hector Burke.

Educational Opportunities Abroad

Europe

<i>Austria</i>	Hope College Vienna Summer School — for description see pages 18 and 35. Semester or Year Program in Vienna — IES ¹ Semester at University of Salzburg — Hope History Majors
<i>France</i>	Semester or Year Program in Grenoble (Hope-Albion) Summer, Semester or Year in Nantes — IES Semester or Year in Paris — IES
<i>Germany</i>	Semester or Year at Freiburg — IES
<i>Great Britain</i>	Junior Year at University of Aberdeen — GLCA ² Junior Year at University of Durham — IES Semester at University of Southampton—Chemistry
<i>Netherlands</i>	Hope College Semester at University of Groningen — Chemistry
<i>Spain</i>	Summer, Semester or Year in Madrid — IES
<i>Yugoslavia</i>	Fall Semester at University of Novi Sad — GLCA

87

¹Institute of European Studies

²Great Lakes Colleges Association

Academic Sessions

Non-European Areas

<i>Africa</i>	Fall and Winter in East or West Africa — GLCA
<i>Asia</i>	Six, nine or twelve months program at Waseda University, Tokyo, GLCA Oberlin College Summer program in Taiwan
<i>India</i>	Year in India — GLCA
<i>Latin America</i>	Summer, Semester or Year in Bogota, Colombia—GLCA
<i>Near East</i>	Year Program in Beirut, Lebanon — GLCA

Participation in study abroad programs is generally limited to students who have completed two years and who have achieved a "B" average in their college work. For many of the programs there is a language prerequisite. All applications for participation in academic programs abroad are processed by the Hope College International Education Office and screened by a special foreign study admissions committee. The cost of foreign study varies considerably depending on length of time, extent of travel and special features of the particular program. Generally speaking, the fees for a year abroad, including travel, are not substantially higher than the usual expenditures needed for an academic year at Hope College.

Regular scholarships may be used for the programs of the Great Lakes Colleges Association and for those of the Institute of European Studies. Some additional assistance is available for study at GLCA centers and for the Hope College Vienna Summer School.

88

Students enrolled in approved foreign study programs will continue to be carried on the Hope College records as regular students and the credits they earn abroad will be recorded on their Hope College transcripts when they return.

Other Academic Programs in Foreign Countries

There are literally hundreds of other academic programs abroad available to interested students. Many of these are sponsored by accredited American colleges or universities, others are directly or indirectly sponsored by foreign universities and a number are more or less commercial in nature.

Students thinking of participation in programs other than those specifically approved by the college should consult the chairman of their major department and the director of International Education prior to enrollment in order to ascertain if grades earned abroad will be acceptable for transfer to Hope College.

Non-Academic Programs Abroad

The Hope College International Education Office also provides information on work, travel and residence opportunities abroad for students who are primarily

interested in adding an international dimension to their experiences through a summer of living or working in a different cultural environment.

Particularly recommended are summer work camps abroad, programs of the Experiment in International Living and the Operation Crossroads Africa project. Though some of these programs are less expensive than foreign study opportunities in which students can earn academic credits, there is almost no way in which students can expect to earn enough to pay fully for this type of overseas program. The one exception to this is the Community Ambassador program available to residents of the Holland area in which all the expenses are paid by the program.

For further information, write Dr. Paul G. Fried, Director of International Education, Hope College, Holland, Michigan 49423.

European Study Programs

THE HOPE COLLEGE VIENNA SUMMER SCHOOL

Established in 1956 as one of the first American programs in Austria the Hope College Vienna Summer School annually offers a regular summer session in Europe designed specifically to meet the needs of Hope College students, but open also to qualified sophomores and juniors from other institutions. The Vienna Summer School offers students opportunity for new experiences in the various phases of the program:

Organized Study Tour: During the first and last three weeks in Europe students may take part in one of two carefully designed travel-study programs. One of these focuses on Eastern Europe and the other on Western Europe. Both study tours include meetings with European students, briefings by government officials, visits to universities, and other activities not generally available to regular tourists.

89

Academic Work in Vienna: The academic program includes courses in Art, History, Literature and Music, taught in English, as well as courses in German language and literature, taught in German. European instructors in the program emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to museums, and field trips are included in the various course requirements.

In Vienna Hope College utilizes the facilities of the Institute of European Studies, with which the College is affiliated, but the academic program is under the complete and sole direction of Hope College. European professors who teach in the Vienna program are appointed to the Hope College faculty. Students receive Hope College transcript and credits for work completed in Vienna.

Residence in Austrian Home: While in Vienna students are housed with Austrian families, most of whom live in city apartments. Students have their noon meal

Academic Sessions

together, but are given a weekly refund for their supper so they can explore different restaurants around the city. They are free to plan their leisure time and to take weekend excursions to places like Salzburg, Budapest, Prague and Munich, all of which can easily be reached in a few hours from Vienna.

Independent Travel: Following the conclusion of the Academic Session in Vienna, students will have two to three weeks of free time for independent travel. They meet again at the end of the summer for the return flight to the United States.

THE VIENNA SEMESTER

The Vienna Semester is designed as a continuation of the Hope College European Summer Session. It enables qualified Hope students to remain in Europe for the fall term as participants in the regular university of Vienna program sponsored by the Institute of European Studies. By arrangement between the two institutions full credit for work completed in Vienna will be transferred to Hope College. Fees for the fall term in Vienna are approximately the same as on the home campus.

Hope College students are encouraged to take part in the full European Summer Program which includes both Eastern and Western study tours, but credit is given only for the six-week Academic Session in Vienna. It is possible to enroll for only the six-week session.

JUNIOR YEAR IN GRENOBLE

Qualified students may spend their junior year in Grenoble, France, the "Olympic City." They receive full credit for French studies and may also receive credits in art, music, history, etc.

The program extends from September 1 to June 15 and includes several group trips plus time for individual traveling. Cost, including travel, room and board, university tuition, and Christmas ski vacation, is \$2,960 (for 1972-73).

90

Besides the excellence of the University of Grenoble, the value of the program lies in the opportunity of direct contact with the French people: only one per cent of the students in Grenoble are American.

Interested students, especially Freshman, should manifest their interest as early as possible in order to set up their individual programs.

JUNIOR YEAR IN EUROPE

The affiliation between Hope College and the Institute of European Studies provides opportunity for well-qualified students of the college to spend their junior year at any of the Institute Centers in Freiburg, Germany (German Honors Program); Durham, England (General Studies); Madrid, Spain; Nantes, France (Mathematics and Humanities); Paris (French Honors Program); and Vienna, Austria. If their program and application is approved by the Hope College foreign study advisor Hope students will be given preference in admission and will receive full credit for academic work completed abroad. They are eligible for special scholarships granted to affiliated institutions as well as for any of the regular scholarships offered by the Institute.

Yugoslav-American Exchange

Since 1965 Hope College has been responsible for the administration of the exchange program between Yugoslavia and the Great Lakes Colleges. As part of this program Hope College faculty and students have attended summer seminars at the Universities of Ljubljana and Novi Sad, and Yugoslav students and faculty from these institutions have come to Hope College. During the 1970-71 academic year a professor from the University of Sarajevo served as curriculum consultant to the GLCA and taught at Hope College. A member of the Hope history faculty was also in Yugoslavia under a research grant. Plans are to expand the exchange opportunities for both faculty and students.

Latin American Program

This flexible program is divided into three separate stages allowing students to participate in those which best accommodate them.

SUMMER SESSION AT BOGOTA, COLOMBIA, is especially designed (a) to provide basic intensive language instruction for students who have only high school Spanish or as little as one semester of college Spanish, (b) to provide additional courses for students having more Spanish background but who can stay no longer than a summer in Latin America, and (c) to develop some basic skills, knowledge and insights for participating in Latin America culture.

FALL TERM IN BOGOTA, COLOMBIA, is a special program for American students who have either completed the summer session in Bogota or who already have had two semesters of college Spanish in the United States. Other students who for some reason can spend only this quarter in Colombia may also apply. This program is especially designed to prepare American students to participate successfully along with Colombian students in the spring term in Bogota.

SPRING TERM IN BOGOTA, COLOMBIA, is for American students who have sufficient Spanish to compete with Colombian students in regular university classes in humanities and social sciences in either Universidad Nacional, Universidad Javeriana, or Universidad de los Andes — all in Bogota. The Spanish background may have been obtained in the U.S., in the summer session in Bogota, or in the fall term in Bogota of the Latin American Program.

91

During all three stages students live with Colombian families. The total cost for the program, including transportation, is slightly higher than tuition, room, and board for an equal length of time on the Hope campus.

Non Western Programs

Hope College, along with the other eleven colleges represented in the Great Lakes Colleges Association, provides study opportunities in the Near East, Far East and Latin America. These are designed to introduce students to the world outside the Western, European-American oriented civilization.

NEAR EASTERN PROGRAM — BEIRUT, LEBANON

Through an agreement between the Great Lakes Colleges Association and the American University of Beirut a limited number of Hope students are able to spend their Junior Year in Lebanon. The purpose of the relationship is to give students a graphic, firsthand intercultural experience by living and learning at the historic meeting place of Western and Near Eastern civilizations.

The American University of Beirut program has an outstanding reputation, particularly in the area of Middle East studies. Courses are taught in English. Credits earned in Beirut will be transferred to Hope College. The cost at the American University of Beirut, including transportation to Lebanon and back, is equal to the regular charges for room, board and tuition at Hope College.

FAR EASTERN PROGRAM — TOKYO, JAPAN

The Great Lakes Colleges Association and Waseda University in Tokyo have a co-operative agreement whereby GLCA students may enroll in the International Division for a six-months or a twelve-months program. A GLCA liaison secretary is in residence at Waseda to assist students and a GLCA faculty member is program coordinator. Instruction in the program is in English, but study of Japanese is required during the student's stay in the Far East. Preceding the academic year a summer program is held involving approximately two weeks of U.S. orientation, four weeks of language study in Japan, and four weeks of work experience in rural Japan.

A second opportunity for encounter between Japanese and American students is available to Hope students through the Summer Session for International Students which annually brings 36 to 40 Japanese students, most of them from Meiji Gakuin University, to Hope College.

Course Number Guide

The course offerings at Hope College can be classified into three main divisions: lower division (100-299); upper division (300-699); and graduate division (700-899).

Competency levels are reflected in the first digit and are established as follows:

- 000-099 — No credit courses
- 100-199 — Freshman competency level
- 200-299 — Sophomore competency level
- 300-399 — Junior competency level
- 400-699 — Senior competency level
- 700-899 — Graduate level

In most departments, the second digit is used as a subdiscipline grouping. In all departments, the middle digit "9" refers to honors, seminars, or independent study courses.

The third digit designates either semester sequence (odd-1st semester; even-2nd semester) or course sequence.

The Curriculum

Art

ART

MR. VICKERS, CHAIRMAN; MR. McCOMBS, *MR. MICHEL, MR. SMITH, MR. WILSON. *Assisting Faculty:* MRS. BATTLES.

Course offerings in the Art Department are structured in form, content and sequence to provide a foundation in the fine arts for both professionally oriented student and the liberal arts student. The curriculum affords opportunities for study and research in the visual arts through studio practice and art history.

MAJOR: Students who have completed 42 hours of college credit, including Art 103, Art 161, and Art 141, may make application for the major in art. The application must be accompanied by a representative portfolio of the student's work. A major consists of at least 34 credit hours in art, including Art 103, 111, 121, 131, 141, 161, and at least three additional semester courses in art history. The major student is also required to have a concentration (at least 9 hours) in either painting, printmaking, drawing, sculpture, or ceramics or 18 hours in art history. A major with a studio concentration must present a comprehensive portfolio and an exhibition of his work at the end of his senior year. Majors with an art history concentration must propose a major problem to be undertaken during their final two semesters. Students interested in taking graduate work in art history are strongly encouraged to achieve at least moderate proficiency in a foreign language. Art students are expected to travel and to view original works of art as often as possible. The Department of Art reserves the right to retain samples of student work for the college collection.

93

The History of Art

161. INTRODUCTION TO THE HISTORY OF ART—This is an introductory survey of world art, with an emphasis on the western world, by means of slide lectures and limited discussion. The student is encouraged to evaluate works of art from historical, stylistic, and aesthetic points of view. Prerequisite to all art history courses unless otherwise noted.

THREE HOURS

WILSON BOTH SEMESTERS

360. ANCIENT ART—A study of the development of the arts from early Mediterranean civilizations to late antique Rome. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON, VICKERS FIRST SEMESTER

*On Leave 1972-73.

Art

361. MEDIEVAL ART—A detailed survey of architecture, sculpture, painting and mosaic in Early Christian Byzantine, Moslem, and European Medieval epochs. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON SECOND SEMESTER

362. RENAISSANCE ART—An examination of the artistic manifestations of the northern and southern Renaissance in western Europe. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON, VICKERS SECOND SEMESTER

363. BAROQUE AND ROCOCO ART—Painting, sculpture and architecture in Europe in the seventeenth and eighteenth centuries. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON FIRST SEMESTER

364. MODERN ARCHITECTURE—The development of modern architectural forms in the nineteenth and twentieth centuries. Emphasis is given to evolution in Europe and the United States. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON, VICKERS FIRST SEMESTER

365. MODERN PAINTING AND SCULPTURE—This course undertakes a selective treatment of 19th and 20th century tendencies in European art up to WW II. Attention will be given to relationships of this art to post-war and contemporary trends. Offered alternate years. Prerequisite: None.

THREE HOURS

WILSON, VICKERS SECOND SEMESTER

366. AMERICAN ART—The history and development of the painting, sculpture and architecture of the Americas, primarily the United States, from the seventeenth to the twentieth century. Special emphasis is given to historical, sociological, and cultural factors which have influenced the character and development of American art forms. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON FIRST SEMESTER

367. NON-WESTERN ART—A brief survey of the Arts of India, China and Japan. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

STAFF

368. AFRICAN TRIBAL ART—A survey of the major art producing tribes of sub-Saharan West Africa. Prerequisite: None.

THREE HOURS

VICKERS SECOND SEMESTER

369. CONTEMPORARY ART MOVEMENTS (1960-PRESENT)—A course in the development of current movements involving research and readings in Pop Art, Minimal Art, Op Art, Kinetic Art, Happenings, Earthworks and Conceptual Art, with specific references to Dadaism, Surrealism and Abstract Expressionism. Prerequisite: Art 161 and 365.

THREE HOURS

SMITH FIRST SEMESTER

Studio Courses in Art

101. INTRODUCTION TO THE PRACTICE OF ART—The development of the basic techniques and procedures in painting, drawing, sculpture and graphics. Attention is also given to historical developments of composition and method.

THREE HOURS

MICHEL, McCOMBS BOTH SEMESTERS

103. BASIC DESIGN—A study of the elements of design through applied problems. The course investigates both two and three-dimensional concepts. Prerequisite to all studio courses.

THREE HOURS

MICHEL, SMITH BOTH SEMESTERS

111. PRINTMAKING—A study of the techniques and procedures involved in using certain graphic media, such as etching, drypoint, and woodcut. Prerequisite: Art 103, 141, 161.

THREE HOURS

McCOMBS BOTH SEMESTERS

121. PAINTING—Experimentation with various painting media, such as oil, watercolor and acrylic, leading to the development of painting skills. Students work from life model, still life and landscape. Prerequisite: Art 103, 141, 161.

THREE HOURS

MICHEL BOTH SEMESTERS

131. SCULPTURE—An exploration of various sculpture materials and processes including metal brazing, wood construction, assemblage, direct plaster and clay modeling from the life model. Prerequisite: Art 103, 141, 161.

THREE HOURS

SMITH BOTH SEMESTERS

141. LIFE DRAWING—A study of the structure and movements of the human figure. Various media are employed in working from the life model. Prerequisite to all studio courses.

THREE HOURS

MICHEL, McCOMBS, VICKERS BOTH SEMESTERS

151. CERAMICS—Introduction to pottery; coil and slab construction, wheel forming, glazing and kiln operation are explored. Prerequisite: Art 103, 141, and 161.

THREE HOURS

SMITH BOTH SEMESTERS

201. FUNDAMENTALS OF PHOTOGRAPHIC ART—Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. Prerequisite: Art 103, 141.

THREE HOURS

McCOMBS ALTERNATE SEMESTERS

205. CRAFTS WORKSHOP—A study of the creative aspects of such crafts as weaving, ceramics, mosaic, jewelry and similar media. Attention is given to these media, their creative potential, and their application in art education programs. Prerequisite: upperclass status and Art 101, 103, 161 or equivalent.

THREE HOURS

STAFF SUMMER

Art

301. DEVELOPING VISUAL AWARENESS—Designed for the art major, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. Prerequisite: Art 101, 102, 141, or 161.

THREE HOURS

BATTLES SECOND SEMESTER

311. ADVANCED PRINTMAKING—Continuation of Art 111. May be repeated for credit with permission of the instructor. Prerequisite: Art 103, 111, 141, and 161.

THREE HOURS

McCOMBS BOTH SEMESTERS

321. ADVANCED PAINTING—Continuation of Art 121. May be repeated for credit with permission of the instructor. Students work from life model, still life and landscape. Prerequisite: Art 103, 121, 141, and 161.

THREE HOURS

MICHEL BOTH SEMESTERS

331. ADVANCED SCULPTURE—Individual experimentation in all sculptural media including oxyacetylene and arc welding and bronze casting, and modeling from the life model. Prerequisite: Art 103, 131, 141, and 161.

THREE HOURS

SMITH BOTH SEMESTERS

340. ART FOR ELEMENTARY EDUCATION STUDENTS—The purpose of this course is to aid students in elementary education in developing a practical knowledge of art and exploring basic art principles and problems through creative studio work. Prerequisite: Art 161. Same as Education 340.

TWO HOURS

BATTLES BOTH SEMESTERS

341. ADVANCED LIFE DRAWING—Continuation of Art 141. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Various media are employed in working from the life model. Prerequisite: Art 103, 141, and 161.

THREE HOURS

MICHEL, McCOMBS, VICKERS BOTH SEMESTERS

351. ADVANCED CERAMICS—Continuation of Art 151; including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated with permission of the instructor. Prerequisite: Art 103, 141, 161, and 341.

THREE HOURS

SMITH BOTH SEMESTERS

389. GLCA ARTS PROGRAM—The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects, including one or a combination of the following: professional apprenticeship, independent research, enrollment in courses not available to the student on his own campus or in nearby institutions. Approval by the department is required prior to the student's registering for this course, and the department must approve the student's individual program before credit will be granted. The GLCA Arts Pro-

gram should preferably be taken in the sophomore or junior year. The registrant must be accepted into the program by the Director of the Program.

At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will be understood to constitute elective hours within the department.

SIXTEEN HOURS (MAXIMUM)

EITHER SEMESTER

490. SPECIAL PROBLEMS IN STUDIO—A seminar for advanced students who can benefit by an additional semester of specialized work in applied art. Under special circumstances this course may be repeated for credit, subject to approval by the chairman of the department. Prerequisite: advanced standing and permission of the instructor.

HOURS ARRANGED

STAFF BOTH SEMESTERS

495. SPECIAL PROBLEMS IN ART HISTORY—A seminar for advanced students with considerable background in art history, and who wish to study a particular aspect of the discipline. Independent research is emphasized. Under special circumstances, the course may be repeated for credit, subject to the approval of the chairman of the department. Prerequisite: advanced standing and permission of the instructor.

HOURS ARRANGED

STAFF BOTH SEMESTERS

BIOLOGY

MR. NORTON, CHAIRMAN; *MR. BRADY, MR. DUSSEAU, MR. ERVIN, MR. GREIJ, MR. MCBRIDE, MR. OCKERSE, MR. RIECK, MR. VAN FAASEN.

MAJOR: The requirements for a biology major are 25 hours of biology, and one year of chemistry. Either the sequence of Chem. 111, 115, and 121 or the sequence of Chem. 101 and 102 will satisfy the chemistry requirement. Due to admission requirements for most graduate, medical, and dental schools, students interested in pursuing advanced degrees should take Math 121 or 131; Physics 121, 122, and 223; and Chem. 111, 115, 121, 221, 255, 256, and 231. Students planning careers in secondary education are advised to take the same courses in mathematics, physics, and chemistry as those pursuing admission to graduate school. All Biology majors must complete one year of Introductory Biology. Students are encouraged to take Biology 111 and 112 in their freshman year.

101, 102. GENERAL BIOLOGY— A year course for non-science majors consisting of one semester of plant biology (101) and one semester of animal biology (102). Intended as an orientation in biological science as one element of a general cultural background. Three classroom periods and one two-hour laboratory. The two semesters may be taken in either sequence. These courses are not intended to be prerequisite for advanced work in biology.

FOUR HOURS PER SEMESTER

STAFF BOTH SEMESTERS

98

111. PRINCIPLES OF BIOLOGY— An introductory biology course for science majors consisting of the principles of cellular biology, genetics, and plant development and diversity. Three classroom periods and one three-hour laboratory per week.

FOUR HOURS

ERVIN, OCKERSE FIRST SEMESTER

112. PRINCIPLES OF BIOLOGY II— An Introductory biology course for science majors consisting of animal development and diversity; physiology; and ecology. Three classroom periods and one three-hour laboratory per week.

FOUR HOURS

GREIJ, DUSSEAU, OCKERSE SECOND SEMESTER

211: TOPICS IN BIOLOGY FOR ELEMENTARY TEACHERS— A course designed to introduce the prospective elementary school teacher to concepts of biology.

THREE HOURS

VAN FAASEN, RIECK FIRST SEMESTER

217. PRINCIPLES OF HEREDITY— A course for non-science majors involving the principles of Mendelian genetics. Emphasis is placed on human genetics.

TWO HOURS

NORTON SECOND SEMESTER

218. HUMAN ECOLOGY—This course is designed for non-majors and focuses on man and his environment. Basic ecological principles, human population, and environmental problems will be examined.

TWO HOURS

GREIJ FIRST SEMESTER

232. COMPARATIVE ANATOMY OF VERTEBRATES—A selected series of vertebrate types is studied. Two classroom periods and two three-hour laboratory periods. Prerequisites: Biology 102 or 112.

FOUR HOURS

RIECK SECOND SEMESTER

234. INVERTEBRATE ZOOLOGY—A study of the biology of selected invertebrate animals emphasizing their physiology, systematics, and ecology. Two one-hour lecture periods and two three-hour laboratories. Prerequisite: Biology 102 or 112.

FOUR HOURS

BRADY SECOND SEMESTER

241. SURVEY OF THE PLANT KINGDOM—A comparative morphological study of the major groups of plants from the algae through the vascular plants. Two three-hour periods each week include lecture, laboratory and field work, plus one or two weekend field trips. Prerequisite: Biology 101 or 111.

THREE HOURS

VAN FAASEN FIRST SEMESTER

301. GENERAL MICROBIOLOGY—Selected viruses, bacteria, fungi, and algae will be used to introduce microbial techniques. Special emphasis will be given physiology, genetic systems, and pathogenicity. Three classroom periods and one three-hour laboratory per week. Prerequisites: one year of Biology.

FOUR HOURS

MCBRIDE FIRST SEMESTER

315. PRINCIPLES OF ECOLOGY—The basic concepts of the interrelation of living organisms and their environment are studied. Three lecture periods and one three-hour laboratory. Prerequisite: One year of biology.

FOUR HOURS

GREIJ FIRST SEMESTER

99

341. PLANT ANATOMY—A study of cell, tissue, and organ development in vascular plants including both natural and experimentally induced phenomena. Two lectures and one two-hour laboratory period per week. Prerequisite: Biology 101 or 111.

THREE HOURS

ERVIN FIRST SEMESTER

343. VASCULAR PLANT SYSTEMATICS—A study of selected families of vascular plants; and includes their biology and evolutionary relationships, and principles of plant classification. Two three-hour periods per week include lecture, laboratory, and field work. Prerequisite: Biology 101 or 111.

THREE HOURS

VAN FAASEN SECOND SEMESTER

345. PHYTOPHYSIOLOGY—A study of growth and metabolism in plants including growth regulatory processes, photoperiodism, photosynthesis, respiration, mineral nutrition, and water economy. Two lectures and two three-hour laboratories. Prerequisite: Biology 101 or 111.

FOUR HOURS

OCKERSE SECOND SEMESTER

Biology

347. INTRODUCTION TO PALYNOLOGY—An introductory study of pollen grains and spores. The course includes a study of the development, comparative morphology, and identification of pollen grains and spores of modern and extinct plants; techniques of spore-pollen analysis and the application of sporepollen studies to ecological and geological problems. Prerequisite: One year of biology.

THREE HOURS

NORTON SECOND SEMESTER

348. CELL PHYSIOLOGY—A study of cell biology at the molecular level. Topics covered include: structure and function of cell organelles, exchange of materials across the cell membrane, control of enzyme activity and biosynthesis, mechanisms of metabolic interconversions and energy conversions, response to radiations, and current concepts in the regulation of cell growth and differentiation. Three one-hour lectures and one three-hour laboratory per week. Prerequisites: Chemistry 121 or permission of instructor.

FOUR HOURS

OCKERSE SECOND SEMESTER

(ALTERNATE YEARS BEGINNING 1972-73)

351. ORNITHOLOGY—An introductory study of the identification, classification, natural history, and adaptations of birds. Two lecture periods and one three-hour laboratory. Prerequisite: Biology 102 or 112.

THREE HOURS

GREIJ SECOND SEMESTER

353. HISTOLOGY—The structure of the cell and its modifications into various tissues. Two classroom periods and one three-hour laboratory period. Prerequisite: Biology 102 or 112.

THREE HOURS

RIECK FIRST SEMESTER

355. EMBRYOLOGY—A descriptive, comparative and biochemical study of the development of embryos. Three lecture periods and two three-hour laboratory periods. Prerequisite: Biology 102 or 112 (not taught in 1972-73)

FIVE HOURS

STAFF

356. GENETICS—A course presenting the fundamentals of genetics in relation to general biological problems. Three classroom periods and one three-hour laboratory per week. Prerequisite: Biology 111.

FOUR HOURS

MCBRIDE SECOND SEMESTER

380. FIELD STUDIES IN BIOLOGY—A concentrated study of a variety of organisms in their natural habitats. Normally requires camping trips as long as two weeks in duration. In addition study projects and or papers will be expected. May be repeated for a maximum of 6 hours credit. Prerequisite: Permission of instructor.

VARIABLE CREDIT 1-3 HOURS

**STAFF SECOND SEMESTER
MAY SESSION**

421. EVOLUTIONARY BIOLOGY—A study of current theories concerning the process of evolution and its mechanisms including population genetics, population ecology, systematics, and behavior. Three lecture periods. Prerequisite: One year of biology.

THREE HOURS

BRADY FIRST SEMESTER

Biology

442. COMPARATIVE PHYSIOLOGY—A study of physiological mechanisms which allow animals to maintain homeostasis and successfully compete in their environment. Prerequisite: Biology 111 and 112, and one year of chemistry.
FIVE HOURS **DUSSEAU SECOND SEMESTER**

491. SPECIAL PROBLEMS—This course is designed to give students majoring in biology a chance to do research in a field in which they have a special interest. Upon formal application and permission by the head of the department.

CREDIT BY ARRANGEMENT

STAFF BOTH SEMESTERS

590. SENIOR HONORS PROJECT (also see Index)

ASSISTING IN BIOLOGY LABORATORY—Upon the recommendation of the chairman of the department, a number of students are invited to serve as laboratory assistants during their Junior or Senior year. No credit or honor points will be given toward graduation.

BIOLOGY SEMINAR—Guest speakers present seminars concerning some aspect of current research. Biology majors are encouraged to attend. No credit or honor points will be given toward graduation.

TEACHING OF SCIENCE—See Education 331.

CHEMISTRY

MR. KLEIN, CHAIRMAN; MR. BRINK, MR. DOYLE, MR. HOEPFINGER, MR. JEKEL, MR. MUNGALL, MR. WETTACK, MR. WILLIAMS.

MAJOR: The minimum requirement for a chemistry major[†] at Hope College is twenty-five semester hours (excluding Chemistry 211, 212, 105, 101 and 102). Chemistry 331 is required of all majors. However, students planning to specialize in chemistry in graduate school or wishing to obtain a position in industrial chemistry should fulfill the major requirements approved by the American Chemical Society. The minimum standards for an ACS approved major starting with the class of 1972 consist of Chemistry 111, 115 (or 195 plus 196), 121, 221, 255, 256, 231, 331, 341, 345, 346, 405, (and/or 406), 421, 422 and a choice of one of the following advanced courses 311, 312, 590 and at least two credits of laboratory work from 315, 405, 406, 490, or 590.

To qualify as an ACS approved major a student is also required to take Mathematics through Differential Equations, and Physics through Physics 223. Advanced Mathematics or Advanced Physics courses may be substituted for Biochemistry, Advanced Organic or Quantum Chemistry. A one-year competency in a foreign language (usually German or Russian) is sufficient for a chemistry major, provided the student fulfills the Hope College language requirement.

102 Pre-medical, pre-dental and pre-veterinary students should take at least 25 semester hours (excluding Chemistry 211, 212, 105, 101, 102 and 107) to qualify for a chemistry major. Suggested courses for medicine are given on page 218.

Students who plan to teach chemistry in secondary school should take courses at least through Chemistry 341 and 345, and if possible, Chemistry 346. Additional advanced chemistry courses would be desirable.

Chemistry majors who wish to pursue graduate work in biochemistry should take courses for the ACS approved major including Chemistry 311, 312 and 315. Alternatively, a student interested in biochemistry could take courses through Chemistry 312 and 315, along with Biology 111 and 112, and electives among upper level chemistry and biology courses.

[†] Also see Science Major under the Degree Program (Page 71).

101. GENERAL CHEMISTRY—For a non-science major, elementary education major, and pre-nursing student, or any student who elects chemistry as part of his science requirement at Hope College. The course aims at developing an understanding of the fundamental principles and theories of chemistry. It is not open to science majors or students planning on medicine or dentistry. Classroom, three hours per week; laboratory, three hours per week.

FOUR HOURS

WETTACK FIRST SEMESTER

102. GENERAL CHEMISTRY—Introductory organic chemistry and biochemistry are emphasized. Prerequisite: Chemistry 101 or equivalent.

FOUR HOURS

HOEPFINGER SECOND SEMESTER

105. OF MOLECULES AND MEN—This course for non-science majors is intended to provide an understanding of the nature and scope of chemistry today and in the future. It treats the development of chemical technology and the accompanying benefits and problems. Emphasis will be placed on specific aspects of chemistry as they affect mankind, including pollution, drugs, consumer products, nuclear chemistry, laser technology, and chemical warfare. This course does not apply towards advanced work in chemistry. Lecture, two hours per week. No prerequisites.

TWO HOURS

STAFF BOTH SEMESTERS

107. LABORATORY OF PRACTICAL CHEMISTRY—A laboratory course for non-science majors. Experiments are designed to facilitate an understanding of the scientific method and develop an appreciation of chemical phenomena seen in everyday life. Emphasis is placed on understanding the nature and effects of chemicals found in the home, in medicine, and in the environment. Laboratory, three hours per week. Prerequisite: High school chemistry or Chemistry 105.

ONE HOUR

STAFF FIRST SEMESTER

111. GENERAL CHEMISTRY—First course in chemistry for all students who wish to major in science. This course accompanies Physics 121. The five lectures per week will be divided between the two courses. Topics include stoichiometry, states of matter, periodicity, chemical bonding, chemical structure, solutions, kinetics, chemical equilibrium and electrochemistry. Average of three lectures per week and one recitation. Co-requisite: Physics 121.

THREE HOURS

STAFF FIRST SEMESTER

115. LABORATORY OF QUANTITATIVE CHEMISTRY—An introduction to techniques useful in carrying out quantitative measurements on chemical systems. Laboratory work will include the use of the analytical balance, volumetric glassware, pH meters and ultraviolet and visible spectrophotometers, to study composition and properties. Laboratory six hours per week, including time for discussion of experiments. Prerequisite: Chemistry 111.

TWO HOURS

STAFF SECOND SEMESTER

Chemistry

121. ORGANIC AND PHYSICAL CHEMISTRY I—The first portion of the course consists of a continuation of the basic principles of chemistry including the kinetic and energetic aspects of chemical reactions. The second portion focuses on the structure and reactions of carbon compounds. The chemistry of monofunctional aliphatic compounds, particularly those of biological significance, is stressed. Lecture, three hours per week. Prerequisite: Chemistry 111. Prerequisite or Co-requisite: Math 121 or 131.

THREE HOURS

DOYLE, WETTACK SECOND SEMESTER

195. LABORATORY OF QUANTITATIVE CHEMISTRY (HONORS)—The content is similar to Chemistry 24, except that some topics will be considered in greater depth. Admission to this course will be determined on the basis of the student's high school record, as well as an interview during orientation week. Students interested in the course should contact either the instructor or the chairman of the department. Prerequisite: One year of high school chemistry, one year of high school physics and an adequate mathematics background. Laboratory, three hours per week, which includes discussions of the experiments. Co-requisite: Chemistry 111. (not offered in 72-73)

196. LABORATORY OF QUANTITATIVE CHEMISTRY (HONORS)—Continuation of 195. (not offered in 1972-73).

211. PHYSICAL SCIENCE FOR ELEMENTARY EDUCATION TEACHERS (I)—A course designed to introduce prospective elementary education teachers to physical science. Topics include scientific method, descriptive astronomy, mechanics, electricity and magnetism, and the physical and chemical properties of matter. This course is the same as Physics 211 and is open only to prospective elementary education teachers. Prerequisites: none.

THREE HOURS

MARKER, WETTACK FIRST SEMESTER

212. PHYSICAL SCIENCE FOR ELEMENTARY SCHOOL TEACHERS (II)—A continuation of Physics—Chemistry 211. Topics to be discussed include concepts of chemical reactions, states of matter, materials of the earth, processes which act to change the earth's surface, and an examination of the atmosphere and weather. This course is the same as Geology 212 and is open only to prospective elementary education teachers. Lecture, three hours per week. Prerequisite: Physics—Chemistry 211 or consent of instructor.

THREE HOURS

WETTACK, THARIN SECOND SEMESTER

221. ORGANIC AND PHYSICAL CHEMISTRY II—The course includes certain basic principles of chemistry such as spectroscopy and molecular structure and continues the chemistry of carbon compounds begun in Chemistry 121. The determination of structure by spectral means as well as the chemistry of aromatic compounds will be discussed. Lecture, 3 hours per week. Prerequisite: Chemistry 121.

THREE HOURS

STAFF FIRST SEMESTER

231. ORGANIC AND BIOLOGICAL CHEMISTRY—Continuation of Chemistry 221 with emphasis on construction of simple and complex molecules, including those found in biological systems. Prerequisites: Chemistry 221 and 255.

THREE HOURS

DOYLE, HOEPFINGER SECOND SEMESTER

255. ORGANIC CHEMISTRY LABORATORY I—The laboratory stresses modern techniques for analyses of organic compounds, and studies of the mechanisms of organic reactions. Laboratory, 6 hours per week. Prerequisite: Chemistry 121.

TWO HOURS

STAFF FIRST SEMESTER

256. ORGANIC CHEMISTRY LABORATORY II—A continuation of Chemistry 255 with emphasis on use of the chemical literature in organic synthesis. Laboratory, 6 hours per week. Prerequisites: Chemistry 221 and 255.

TWO HOURS

STAFF SECOND SEMESTER

311. BIOCHEMISTRY I—The biochemistry of proteins, carbohydrates, lipids, enzymes, coenzymes, and nucleic acids are discussed together with the important metabolic pathways. Prerequisite: Chemistry 231.

THREE HOURS

HOEPFINGER FIRST SEMESTER

312. BIOCHEMISTRY II—Special topics in biochemistry including bioenergetics, enzyme kinetics, mechanism of enzyme reactions and biochemical techniques. Prerequisites: Chemistry 231 and 311.

TWO HOURS

HOEPFINGER SECOND SEMESTER

315. BIOCHEMISTRY LABORATORY—General biochemistry experiments including enzyme purification and characterization, dipeptide sequence determination, metabolism of radioactive acetate, oxidative phosphorylation, and determination of protein molecular weights. Techniques will include ion exchange chromatography, gel filtration, preparative centrifugation, analytical electrophoresis, dialysis, thin layer chromatography, manometry, and measurement of radioactivity. Laboratory, 3 hours per week. Prerequisite: Chemistry 311.

ONE HOUR

HOEPFINGER SECOND SEMESTER

331. REACTIONS IN SOLUTION—A study of physical and chemical processes occurring in solution. The course will relate the concept of chemical periodicity to the descriptive and equilibrium aspects of acid-base, coordination, redox, and electrode processes. The thermodynamic and analytical implications of these processes will also be stressed. Prerequisite: Chemistry 221.

FOUR HOURS

KLEIN, WILLIAMS

341. PHYSICAL CHEMISTRY—The course includes an in-depth treatment of quantum chemistry and statistical thermodynamics. Lecture, 3 hours per week. Prerequisites: Chemistry 111, Physics 223, Mathematics 132. Mathematics 270 recommended.

FOUR HOURS

BRINK, WETTACK FIRST SEMESTER

Chemistry

345. PHYSICAL CHEMISTRY LABORATORY I—An introduction to modern laboratory techniques used in physical chemistry. The work stresses the use of instrumentation, spectroscopic methods and vacuum techniques in obtaining accurate data from chemical systems. Laboratory, 3 hours per week. Co-requisite: Chemistry 341.

ONE HOUR

BRINK, WETTACK FIRST SEMESTER

346. PHYSICAL CHEMISTRY LABORATORY II—A continuation of Chemistry 345. Prerequisites: Chemistry 341 and 345.

ONE HOUR

BRINK, WETTACK SECOND SEMESTER

405. ADVANCED LABORATORY I—The laboratory work incorporates concepts and techniques from the areas of inorganic, physical, analytical and biochemistry. The student will be given an individually tailored set of experiments depending on his background and interests. Prerequisite: Chemistry 341 and 346.

ONE, TWO or THREE HOURS

STAFF SECOND SEMESTER

406. ADVANCED LABORATORY II—A continuation of Chemistry 405. Prerequisite: Chemistry 341 and 346.

ONE, TWO or THREE HOURS

STAFF SECOND SEMESTER

421. STRUCTURE, DYNAMICS, AND SYNTHESIS I—An integrated discussion of advanced topics in physical, analytical, organic, and inorganic chemistry. Lectures will cover theory and applications of radio-chemistry, group theory, molecular quantum mechanics, kinetic molecular theory, the solid state, chemical kinetics, and structure-reactivity relationships.

FOUR HOURS

STAFF

422. STRUCTURE, DYNAMICS AND SYNTHESIS II—Continuation of Chemistry 421. Topics will include reaction mechanisms, electrode phenomena, organic and inorganic synthesis, macromolecules, and applied spectroscopy.

FOUR HOURS

STAFF

490. RESEARCH IN CHEMISTRY—For chemistry majors. Course provides opportunity to do research in a field in which student has special interest. By special permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF FIRST SEMESTER

590. SENIOR HONORS PROJECT (See p. 80).

700. RECENT ADVANCES IN CHEMISTRY—Stresses recent developments and modern techniques in various areas of chemistry. For local area chemists. Course not open to undergraduate students at Hope College.

SIX HOURS (MAXIMUM)

STAFF

800. THE BASIC CONCEPTS OF CHEMISTRY—For high school teachers of chemistry, an eight-week summer school course. Admission by permission of the Director of the Summer Institute for Chemistry. Classroom, fifteen hours per week; laboratory, ten hours per week.

EIGHT HOURS GRADUATE CREDIT

JEKEL SUMMER SESSION

ASSISTING IN CHEMISTRY LABORATORY—Upon the recommendation of the chairman of the department, a limited number of students who have done meritorious work are invited to serve as laboratory assistants during their Junior or Senior year. No credit or honor points will be given toward graduation.

CHEMISTRY SEMINAR—Guest speakers, chemistry staff members, and students lead discussions centering on some aspects of current chemical research. These seminars will have campus publicity. No credit or honor points will be given toward graduation.

TEACHING OF SCIENCE—See Education 331.

FRESHMAN CHEMISTRY COLLOQUIUM—An optional program for freshmen who may be interested in a career in chemistry. Staff members and occasional guest speakers will speak and lead discussions on research areas currently active at Hope College. At the conclusion of the program, selected students will be invited to become active in a research program. No credit or honor points will be given toward graduation.

COMMUNICATION

MR. HOPKINS, CHAIRMAN; MR. MAC DONIELS, MR. MIKLE, MR. OSBORNE.

The curriculum of the Department of Communication is designed to provide the undergraduate student a liberal arts perspective in human communication. Courses emphasize Interpersonal, Organizational and Mass Communication, which are increasingly important aspects of contemporary society.

The offerings of the Department of Communication strive to satisfy three major areas of student interest:

LIBERAL ARTS—Students at Hope College, during their four years of undergraduate training, are urged to investigate numerous disciplines. Communication 101 (The Communication Process) is the Department of Communication's course designed for such investigation and can partially satisfy a student's Social Science requirement. This course is essential to a student's total development, because it emphasizes human interaction through communication.

PROFESSIONAL PLANS—Many students will find courses in the Department of Communication helpful in preparation for their future work in numerous fields, such as business, law, the ministry, government, education, public service, theater, broadcasting, public relations, etc.

COMMUNICATION MAJOR—The General Criteria for acceptance in the communication major program are: overall average of 2.15 and a minimum average in communication course work of 2.7; completion of minimally two communication courses; and classroom exposure to at least two communication faculty members. Students generally should apply for admission during the second semester of the sophomore year. Students interested in majoring in Communication may develop a program tailored to their needs and interests. The student's departmental advisor will assist in the construction of a program in one of the three divisional areas comprising the Department of Communication: Interpersonal, Organizational or Mass Communication. A communication major must complete a minimum of 30 hours in Communication and/or related disciplines. Particular courses in Business, Education, English, History, Political Science, Psychology, Sociology and Theater, depending on a student's goals, will be recommended.

All communication majors must take Communication 101 before enrolling in other courses in the department. Other courses required of all majors are: Communication 151 (Introduction to Mass Communication) and Communication 161 (Organizational Communication and Behavior).

Communication

Communication majors who are pursuing a teaching certificate must also participate in debate and minimally one individual forensic activity during their college career. Besides teaching, communication majors may pursue graduate education or eventual careers in public relations, law, personnel management, industrial communication, advertising and sales, government service, human relations, the ministry, journalism or broadcasting.

DEPARTMENTAL SERVICES—For those students who recognize they require special individual attention, two non-credit laboratory programs are available: *Communication Improvement Laboratory* and *Communication Anxiety-Reduction Laboratory*. Students may individually request assistance or be referred to the department. All inquiries or referrals should be directed to the departmental chairman.

010. COMMUNICATION IMPROVEMENT LABORATORY—Designed for the student who possesses certain defective vocal production patterns. Students who recognize their own problems, or who are referred by someone on campus, may seek assistance through the departmental chairman.

NO CREDIT

EACH SEMESTER

BEGINNING SECOND SEMESTER, 1971-72

020. COMMUNICATION ANXIETY-REDUCTION LABORATORY—Designed for the student who is plagued by extreme covert or overt anxiety in formal and informal communication situations. Students who are cognizant of the ill-effect their extreme anxiety has on their ability to communicate efficiently and effectively, or who are referred by someone on campus, may seek assistance through the departmental chairman.

NO CREDIT

EACH SEMESTER

BEGINNING SECOND SEMESTER, 1971-72 109

101. THE COMMUNICATION PROCESS—An Introductory course, exploring the nature of the communication process, its elements and their functionings, conditions of success and points of potential breakdown. Consideration is given to various communication models, meaning and how it is transferred and ways of measuring success in communication. The course may be taken in partial fulfillment of The College's Social Science requirement.

THREE HOURS

STAFF · EACH SEMESTER

151. INTRODUCTION TO MASS COMMUNICATION—An analysis of the forms and purposes of mass communication. The course focuses on the organization, structure, management and unique characteristics of the broadcast, print and film media.

THREE HOURS

STAFF FIRST SEMESTER

Communication

161. ORGANIZATIONAL COMMUNICATION AND BEHAVIOR—An analysis of the inter-relationship between communication and organization. The role and influence of communication in organizations and of organization(s) on communication behavior receives primary emphasis. Theoretical and pragmatic perspectives of communication systems, message economy and efficacy and communication barriers will receive attention.

THREE HOURS

STAFF SECOND SEMESTER

200. COLLEGIATE FORENSICS—Designed for students interested in training in debate, oratory, extemporaneous speaking, and oral interpretation. Debate sessions will meet on a regularly scheduled basis and time during the afternoon. Students who enroll in this class for debate work should consider enrolling in Communication 271 concurrently. Those who enroll for work in individual activities should consider enrolling in Communication 270 or 241, depending on the activity. Meeting times for individual activities will be determined jointly by the instructor and student. Academic credit of two (2) hours will be awarded those students who satisfy the requirements established by the instructor. This course may be repeated for a maximum total of four (4) hours.

TWO HOURS

STAFF BOTH SEMESTERS

201. VOICE AND DICTION—Course includes the study of the physiology of the speech and hearing mechanisms and the phonemes used in speaking the English language. This is followed by a study of the process of voice production: respiration, phonation, resonance and articulation; it culminates in individual practice in the development and improvement of effectiveness in speech. Same as Theatre 201.

THREE HOURS

MIKLE FIRST SEMESTER

241. ORAL INTERPRETATION OF LITERATURE—This is a basic course, the aim of which is to develop an understanding and appreciation of prose and poetry, and to train the student in effective means of oral expression through imagery, mood and theme.

TWO HOURS

STAFF FIRST SEMESTER

251. BROADCASTING IN CONTEMPORARY SOCIETY—A study in mass communication which traces the history, development and use of radio in the educational, cultural and journalistic aspects of our society. The course introduces the student to practice in the medium.

THREE HOURS

STAFF FIRST SEMESTER

255. JOURNALISM I—A study of the methods of gathering and evaluating news and re-writing and editing journalistic copy. The course emphasizes journalistic writing and its influence in contemporary society. Prerequisites: English 113 recommended only.

THREE HOURS

STAFF FIRST SEMESTER

270. PUBLIC SPEAKING—A course following the classical outline of public speaking, with emphasis on invention, arrangement style, memory and delivery. Stress is placed upon the modes of delivery, with special emphasis on extempore speaking. Speech composition is studied in some detail.

THREE HOURS

STAFF SECOND SEMESTER

Communication

271. LOGICAL BASES OF COMMUNICATION—An analysis of the principles of argumentation. The course focuses on logical methods of inquiry in the analysis of issues, development of arguments and construction of messages related to contemporary problems in society. Prerequisites: Philosophy 201 recommended only.

THREE HOURS

MIKLE FIRST SEMESTER

272. GROUP DISCUSSION AND CONFERENCE LEADERSHIP—An investigation of the principles and methods of discussion and conference leadership. The course emphasizes reflective thinking, leadership, group cohesiveness and the practical application of discussion forms. Prerequisites: Communication 101 or permission of instructor.

THREE HOURS

STAFF SECOND SEMESTER

341. ADVANCED ORAL INTERPRETATION—This is an advanced course in oral interpretation. Prose, poetry and drama are studied in some depth, and practice is given in planning and presenting materials. Prerequisite: Communication 241. Offered alternate years, 1971-72.

THREE HOURS

STAFF SECOND SEMESTER

356. JOURNALISM II—An advanced course in special principles and applications of Journalism. Advanced reporting criticism and reviews, treatment of copy, news sources and news suppression, total production stages, and journalistic ethics are emphasized. Prerequisites: Communication 255 or equivalent.

THREE HOURS

STAFF SECOND SEMESTER

361. COMMUNICATION THEORY—A survey, analysis, and criticism of contemporary theories and models of human communication with an emphasis on both interpersonal and mass communication theories and models. A dual theoretical perspective will be utilized embracing behavioral as well as phenomenological points of view. Prerequisites: Communication 101 or permission of instructor.

FOUR HOURS

STAFF FIRST SEMESTER

388. THE TEACHING OF SPEECH-COMMUNICATION—An explanation of the materials, methods and procedures essential in planning, structuring, and conducting curricular and co-curricular speech-communication activities in the school. Emphasis is focused on text evaluation, innovative classroom methods, assignment preparation and evaluative criteria. Same as Education 388. Offered alternate years, 1972-73. Prerequisites: A major or minor in interpersonal communication.

TWO HOURS

STAFF FIRST SEMESTER

410. PERSUASION AND PROPAGANDA ANALYSIS—Attention to the problems, methods and ethics of social influence through communication. Emphasis is placed upon a comparison of information; argument; logical, emotional and psychological appeals as instruments of influence; and analysis of propaganda and mass persuasion; and the basic problems of developing persuasive discourses. Prerequisite: Communication 270 or permission of instructor.

THREE HOURS

STAFF SECOND SEMESTER

Communication

450. SOCIAL IMPACT OF MASS COMMUNICATION—An examination of the relative effects of the several communication media on society. Study focuses on the relevant controversies surrounding the print and broadcast media, the formation of individual attitudes and public opinion and the research evidence reflecting the degree of media influence. Students will engage in individual research projects. Prerequisites: Two prior courses in mass communication or permission of instructor.

THREE HOURS

STAFF SECOND SEMESTER

590. INDEPENDENT STUDY—A program permitting the advanced study in Communication an opportunity to broaden his perspectives or intensify his study in a communication area of his unique interest. Eligibility requirements for the program are: senior standing (or approval), approved topic area, written proposal following format prescribed by department and presented at time of registration to chairman and instructor, and final departmental approval of proposal. Student will defend his study before a departmental examining board. Prerequisites: approval. Beginning second semester of 1971-72.

ONE-THREE HOURS

STAFF EACH SEMESTER

ECONOMICS AND BUSINESS ADMINISTRATION

*MR. HEEREMA, CHAIRMAN; MR. DE BOER, MR. HARJU, MR. HENDERSON, MR. HULL. *Assisting Faculty:* MR. VAN LENTE, MR. CAMPBELL.

Economics and Business Administration deal with the basic question of how and why a society organizes its scarce resources in order to produce these goods and services deemed desirable, or, as Alfred Marshall has defined it, "a study of mankind in the ordinary business of life." A common element in the approach of both disciplines in all their courses is thus a reference to human behavior and to the nature of man.

Within the framework of a liberal art college the department recognizes its responsibility to serve three different types of needs. One need is the student desiring courses in either discipline in order to gain an exposure into their different perspectives. Another is the student who desires work in either discipline related to his own field of specialization. In order to satisfy these needs the department offers courses in both areas geared to exposing the student to the perspectives of economics and business to a broad range of human activities.

The department also recognizes a different set of students, those electing a major in the department. Students in this category fall into roughly three different groups: 1) those planning on continuing their education in graduate school, 2) these planning on continuing their education in professional schools such as law and hospital administration, and 3) those planning on terminating their formal education with the B.A. degree. These latter students can again be divided into those planning on going into: a) governmental services (e.g., urban planning), b) corporations or large institutions, and c) small businesses. 11

In order to handle these multifarious demands within the context of a liberal arts education the department has developed a curriculum of courses and has ascertained these courses in related areas that would both supplement departmental offerings and broaden the students awareness. A priority in all departmental courses and its advising is the centrality of the individual.

Economics and Business Administration

Economics and Business Administration

Courses in the combined Department of Economics and Business Administration are listed below. A student may qualify for a major in either economics or business administration. In majoring in either area the student will normally take Econ 201 and 202 in the Freshman or Sophomore years. If he majors in business administration he will normally take Business Administration 221 and 222 in the Sophomore year. It is possible, however, for a student to begin in the Junior year if he has satisfied most of the general college requirements, with department approval he may take certain upper-class offerings along with the Sophomore courses. Students majoring in other departments who wish to elect at least one economics course should elect either Econ 201, 315, or 402. For Seniors in other departments who have particular interest in certain of the business courses, it is possible, subject to department approval, to elect from the following without having had the usual prerequisites: Principles of Management (351), Business Law (341), Investment Fundamentals (461), and Insurance (343). The same applies in the case of Econ 401 and 404.

ECONOMICS MAJOR: The program for this major requires that the student apply for a major in Economics. Upon approval by the department he will be assigned an advisor from the department. Together they will work out a tentative program for him to complete the major in Economics. Such a program will consist of at least 24 hours of courses taken within the department or their equivalent. A committee of three will then be formed normally consisting of the student's Advisor and two other members of the department faculty. An obvious case for an exception would be when the student desires a double major. The committee and the student will formalize his program of studies, have it reviewed by the department chairman, and this program will become the student's requirement for a major in economics. Such a procedure should ensure the development of a program which meets the individual needs and abilities of each student.

4 The economics major serves effectively in preparing the student for graduate study in either economics or business administration. When combined with proper electives it becomes a valid pre-law major or else can lead to public school teaching at the secondary level. It serves also as preparation for direct placement in business or government positions.

BUSINESS ADMINISTRATION MAJOR: A major in this field follows basically the same format as an Economics major. Normally, however, requests for a major in this discipline should be submitted after completion of Business Administration 221 and 222. Following acceptance by the department the same procedure as in Economics will be followed.

The major in business administration serves a twofold purpose: to provide a solid foundation for those wishing to enter graduate school and to provide an education in the liberal arts tradition which will prepare students for direct placement in business careers.

Economics and Business Administration

A – Economics

201. PRINCIPLES OF ECONOMICS—A general introduction to economic principles, concepts and problems designed to fulfill the objectives of the college social science requirement and to prepare students for advanced level work. The course deals with the nature and functions of the economic system with particular emphasis on the determination of the level of employment, the price level and questions of growth and development. Attention is given to theoretical models used in the establishment of governmental monetary and fiscal policy.

THREE HOURS

HARJU, HEEREMA, HENDERSON

202. PRINCIPLES OF ECONOMICS—A continuation of course 201 emphasizing the role of prices and the theory of the firm in allocating resources to production. A number of special problems are considered in the final section of the course. Prerequisite: Economics 201.

THREE HOURS

HARJU, HEEREMA, HENDERSON

301, 302. MONETARY AND FISCAL THEORY AND POLICY—Systematic introduction to monetary and fiscal theories and policies of governments designed to influence the level of economic activity. Included are concepts about and the composition of the product and income estimates theory of national income determination, and applications of income-employment theory. Prerequisite: Economics 201, 202.

THREE HOURS

HARJU, HENDERSON

303. PRICING AND DISTRIBUTION THEORY—Intermediate-level treatment of microeconomics concerned primarily with price determination under varied market conditions, theory of factor pricing, and topics in welfare economics. Prerequisite: Economics 201, 202.

THREE HOURS

HENDERSON

308. INTERNATIONAL ECONOMICS—Survey of the field of international trade with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 201, 202.

THREE HOURS

HARJU

313. ECONOMIC ANTHROPOLOGY—An analysis of cultural factors that underlie and contribute to or retard economic growth and development in countries and regions. Contemporary economic experiences of industrial and non-industrial societies are analyzed in the light of historic perspective and economic and anthropological theory. Prerequisite: Economics 201, 202 and consent of the instructor.

THREE HOURS

HARJU

Economics and Business Administration

315. HISTORY OF WESTERN CAPITALISM—A course beginning with the heritage of ancient and medieval economic institutions tracing the rise of capitalism and examining the restructuring of the system necessitated by structural changes in society such as: the rise of industrialization, the growth of labor movements, war, and the emergence and domination of the corporation. Prerequisite: Consent of the Instructor.

THREE HOURS

HEEREMA

401. HISTORY OF ECONOMIC THOUGHT—An introduction to, and critical survey of, the important men and ideas in economic theory. Attention is given to the interaction of ideas and the time, and to the evolution of significant economic doctrines. Prerequisite: Economics 201, 202, or consent of the instructor.

THREE HOURS

HENDERSON

402. COMPARATIVE ECONOMIC SYSTEMS—A comparison of the ways in which different societies organize their economy to achieve certain desired social goals. Prerequisite: Consent of the instructor.

THREE HOURS

HEEREMA

404. ECONOMIC GROWTH AND DEVELOPMENT—A study of the factors that influence the growth and development of modern economics with particular emphasis of the "underdeveloped nations." Attention will be given to theoretical models as well as the interplay of social, political and cultural phenomena. Prerequisite: Economics 201, 202 or consent of instructor.

THREE HOURS

HARJU

491. SEMINAR IN ECONOMICS—Research in an area of economics under the supervision of the designated staff member. Prerequisite: Advanced standing in the department and approval of the department chairman.

THREE HOURS

STAFF

16 495. READINGS IN ECONOMICS—Independent readings in advanced economic literature under supervision of designated staff member. Prerequisite: Advanced standing in the department and approval by the department chairman.

THREE HOURS

STAFF

B — Business Administration

221, 222. PRINCIPLES OF ACCOUNTING—A comprehensive introduction to accounting methods and applications covering two semesters of study. Two hours of lecture and discussion and one two-hour laboratory per week.

SIX HOURS

DE BOER

321, 322. INTERMEDIATE ACCOUNTING—Continuation of the study of accounting theory and practice at the intermediate level with attention centering on asset items of the balance sheet. Prerequisite: Economics 201 and 202, Business Administration 221 and 222.

SIX HOURS

DE BOER

Economics and Business Administration

331. MARKETING PRINCIPLES—Study of the distributive process and marketing problems covering functions, institutions, methods, commodity marketing, merchandising, prices, and competition. Prerequisite: Economics 201 and 202.

THREE HOURS

HULL

332. MARKETING COMMUNICATIONS—Theories and practices of advertising sales management, promotion and public relations as they relate to the overall marketing program. Findings in communication theory: broad policy and strategy.

THREE HOURS

HULL

341. BUSINESS LAW—A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 201.

THREE HOURS

STAFF

343. INSURANCE—Survey of insurance principles and their applications in various fields, with attention also given risk-bearing as such, public supervision and social insurance. Prerequisite: Economics 201.

THREE HOURS

VAN LENTE

351. PRINCIPLES OF MANAGEMENT—Study of traditional managerial principles and processes as usually associated with business but important also in the conduct of church, school, and other nonbusiness affairs. Prerequisite: Economics 201 or consent of the instructor.

THREE HOURS

HULL

352. PERSONNEL ADMINISTRATION—Study of the personnel function from the standpoint of principles, methods, and organization with emphasis on the behavioral sciences. Prerequisite: Business Administration 351.

THREE HOURS

STAFF

356. ECONOMIC STATISTICS—Decision making techniques developed in the context of an information-decision system. Examination of quantitative methods used to develop decision models applicable to situation which lend themselves to numerical analysis.

THREE HOURS

HULL

421. COST ACCOUNTING—An introduction to the subject matter of cost accounting with particular attention given to objectives and methods of "standard cost" accounting. This course stresses managerial use of computations and accounting procedures. Prerequisite: Economics 201 and Business Administration 221 and 222.

THREE HOURS

CAMPBELL

452. MANAGEMENT PROBLEMS—Advanced case-method study of significant problems arising in the business administration field, integrating, subject matter of lower level courses. Special lectures and business simulation techniques are utilized as supplements to ease work. Course should be elected by all Business Administration majors during their senior year.

THREE HOURS

HULL

Economics and Business Administration

460. MONEY AND CAPITAL—Analysis of the nature and development of money, role of commercial banks, and the Federal Reserve System, relations of money flows to prices and economic activity, monetary policy, and international aspects of money and banking. Prerequisite: Economics 201 and 202.
THREE HOURS **STAFF**

461. INVESTMENT FUNDAMENTALS—Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stock with emphasis on arrangements and programs meeting needs of individual investors. Prerequisite: Economics 201 and 202 and Business Administration 221 and 222.
THREE HOURS **DE BOER**

464. FINANCE PRINCIPLES—Analysis of principles underlying sound financial policy and procedure; financial planning and control; sources of short-term and long-term funds; management of assets; and problems of valuation, combination, dissolution, and liquidation. Prerequisite: Business Administration 221, 222, and 351.
THREE HOURS **DE BOER**

495. READINGS IN BUSINESS—Independent study of advanced business subjects under the supervision of designated staff member. Prerequisite: Advanced standing in the department and approval by the department chairman.
THREE HOURS **STAFF**

EDUCATION

MR. DIRKSE, CHAIRMAN; MR. BAKKER, MR. BRYSON, MR. BULTMAN, MR. BURKE, MRS. MILLER, MR. PAUL, MR. PARTINGTON, MR. SCHACKOW, MR. VANDER PLOEG.
Assisting Faculty: MR. LEASKE.

The courses offered in this department are intended to prepare students for elementary and secondary school teaching; however, prospective college teachers also are invited to enroll. Students planning to teach in the elementary and secondary schools must be formally admitted to the Teacher Education Program. Requests for admission should be made during the sophomore year. Information concerning admission criteria and procedures is available in the office of the Department of Education.

Students planning to teach should follow the requirements for certification as established by the state in which they wish to teach. Inasmuch as teaching requirements vary among states, students should confer with the Department's Director of Certification.

In fulfilling the requirements for a teaching certificate in the state of Michigan, the Hope College student must do the following:

1. Secure formal admission to the Teacher Education program.
2. Complete Psychology 100 before entering any course in the Department of Education.
3. Complete the Professional Education Sequence which has been established.
 - a. Elementary—Complete Education 220, 310, 460, or 500, 450, 470; Elective (300, 340, 345, 410)
 - b. Secondary—Complete Education 220, 360, 460 or 500, 480, and a special methods course in the major or minor field.
4. Complete the minimum requirements for the major and minor sequences.
 - a. Elementary: A major of 30 hours or a composite major of 36 hours and a substantive minor of 20 hours or a straight academic minor of 20 hours.
 - b. Secondary: A major of 30 hours and a minor of 20 hours or a composite minor of 24 hours. Composite minors may be obtained in Natural Science and Social Science only. The 24 hours must be in no more than 3 disciplines with a 12 hour course in one discipline.
5. Satisfy the general requirements for the A.B. degree at Hope College.

Education

Students are urged to plan their programs carefully and should begin early in their college career. It is suggested that students enroll in Education 220 during their sophomore year and reserve one semester of the senior year for the professional Semester program, during which they will take specified education courses as well as student teaching. Request for student teaching should be made in the junior year. No student will be allowed to student teach if he/she has not been admitted to the Teacher Education Program. Arrangements for student teaching have been made with the school systems in Western Michigan. The Michigan Certification Code requires that a student have a 2.0 average before he may be assigned to student teaching; the college also requires that he has a 2.3 grade point average in his major. Any student seriously considering teaching in the elementary school should enroll in the special science program for elementary teachers. This program includes the following three courses: Biology 211, Physics 211 and Chemistry 212. These courses plus the laboratory experience in Science 211 will fulfill the science requirement for graduation.

Special efforts are made by the Placement Office to help teacher candidates secure teaching positions but the college does not guarantee to place students in positions.

Credentials must be completed during the semester in which the student does his student teaching. They are then placed on file in the Placement Office.

220. EDUCATION PSYCHOLOGY—The growth and development of childhood in all phases, but with special stress on mental development. Careful study of the learning process with implications for teaching and guidance.
FOUR HOURS **BRYSON, PARTINGTON, VANDER PLOEG**

265. SOCIOLOGY OF EDUCATION—Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Education 220 (Education Psychology).
THREE HOURS **STAFF**

300. ELEMENTARY SCHOOL MUSIC METHODS—Same as Music 300.
TWO HOURS **HOLLEMAN**

310. ELEMENTARY CURRICULUM AND METHODS—An examination of the modern elementary school curriculum—its philosophy, structure, organization, and methods. Includes general principles and practices that are applicable to all areas of the curriculum, as well as specific principles and practices for the teaching of Language Arts, Reading, Social Studies, Arithmetic, and Science. Students spend approximately 25 hours of the semester in elementary classrooms, teaching self-prepared units in these five subject areas. Recommended for the junior year.
EIGHT HOURS **DIRKSE, PAUL, SCHACKOW**

321. TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOL*—Methods and material used in teaching the social studies at the junior and senior high school levels. Studies of procedures, curricular practices in various systems, teaching aids, trends, preparation of resource teaching units, evaluation, etc.

TWO HOURS

BAKKER FIRST SEMESTER

323. TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL*—Methods of teaching mathematics with emphasis on new approaches, curriculum changes, trends in modern mathematics, and history of mathematics.

TWO HOURS

STEKETEE FIRST SEMESTER

330. THE EXCEPTIONAL CHILD—A psychological study of the child who deviates markedly from the norm of his group, mentally, physically, or socially, so as to create a special problem in regard to his education, development, or behavior. Special attention is directed toward the following groups of exceptional children: mentally retarded, gifted, emotionally disturbed, socially maladjusted, visually-, physically-, and speech-handicapped, deaf, hard-of-hearing, and brain-damaged. Prerequisites: Psychology 100 or Education 220.

THREE HOURS

BRYSON, VANDERPLOEG BOTH SEMESTERS

331. TEACHING OF SCIENCE IN SECONDARY SCHOOL*—Methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of Biology, Chemistry, and Physics.

TWO HOURS

BULTMAN FIRST SEMESTER

340. ART EDUCATION FOR ELEMENTARY EDUCATION STUDENTS—A study of the child's creative and mental growth through art education. Acquaints the student with the means by which the child's development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisites: Art 101 or permission. Same as Art 340.

TWO HOURS

121

345. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL*—Acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Attention is given to objectives and methods of organization. Each student is required to do practice teaching in these activities as part of the class work. Elective for prospective elementary teachers.

TWO HOURS

PARKER

360. SECONDARY PRINCIPLES AND METHODS—A study of secondary schools, their origins, purposes, curriculum, principles, and general methods of teaching. The course is designed, along with special methods courses in the several academic areas, to prepare students for teaching in junior or senior high school.

THREE HOURS

BAKKER; BULTMAN

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

Education

370. SECONDARY INSTRUMENTAL METHODS*—Problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of text and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years.

THREE HOURS

RITSEMA

375. SECONDARY VOCAL METHODS—The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of the music major are advisable as a prerequisite. Offered alternate years.

THREE HOURS

HOLLEMAN SECOND SEMESTER

378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE—A survey of procedures and materials for teaching English as a second or foreign language. Emphasis will be placed on developing basic aural-oral abilities, reading and writing skills. Recommended for majors in English, Communication or Language Arts who plan to teach in inner city schools. Prerequisite: Any one of the following: Education 220, Education 310, Education 360, English 355, Linguistics 364, or Psychology 220.

THREE HOURS

POWELL BOTH SEMESTERS

380. TEACHING OF ENGLISH IN THE SECONDARY SCHOOLS*—A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary schools. Required for Secondary Certification. Not credited toward English major or minor.

TWO HOURS

TAYLOR

382. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL*—See Physical Education 382.

TWO HOURS

VANDERBILT

384. TEACHING OF MODERN FOREIGN LANGUAGES*—Methods of teaching French, Spanish, and German at the elementary school, high school, or college levels. Required of those planning to teach these languages in the secondary school. Separate sections for French, Spanish, and German. Alternate years: French, 1967-68; Spanish and German, 1968-1969.

TWO HOURS

H. WELLER FIRST SEMESTER

388. TEACHING OF SPEECH—Procedures, materials and methods for conducting the varied activities required of a speech teacher such as conducting classes, directing dramatics and forensics, evaluation of texts, assignments, and types of examination. Same as Communication 88. Prerequisites: A minor in Communications. Alternate years, 1970-71.

TWO HOURS

SECOND SEMESTER

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

410. TEACHING OF READING—A study of the approaches used in the teaching of reading on an individual, small group and classroom basis. Included will be a study of the principles involved in developing a reading program, the equipment and materials available for use in the classroom, and the tools used to identify reading problems. Secondary and Elementary teachers are encouraged to participate. Prerequisite: Education 220 (Education Psychology).

TWO HOURS

DIRKSE, VANDER PLOEG

450. PRACTICUM FOR ELEMENTARY TEACHERS—Pre-student teaching experience, a combination of theory and practice. Prospective elementary teachers spend some time observing in the classroom in which they will be student teaching, and have an opportunity to experiment with some of the new techniques and methods which they have been discussing in their college class. This course is taken as a part of the Professional Semester and may be substituted for either Education 300, 340 or 345.

THREE HOURS

DIRKSE, PAUL

460. HISTORY OF EDUCATION—The development of formal education from the very beginning of recorded history to the present. The origins of the ideas and values that have profoundly influenced education through the centuries are examined as they are found in ancient, medieval and modern times. Emphasis is placed upon the contributions of various leaders in the field of education.

TWO HOURS

STAFF

465. TESTS AND MEASUREMENTS—See Psychology 330.

470. STUDENT TEACHING IN THE ELEMENTARY SCHOOL—Student Teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Students must apply for student teaching during the second semester of their Junior year.

EIGHT HOURS

DIRKSE, PAUL, MILLER, SCHACKOW

480. STUDENT TEACHING IN THE SECONDARY SCHOOL—Student teaching, supervised by the Department of Education, is done in cooperation with school systems in Western Michigan. Students must apply for student teaching during the second semester of their Junior year.

EIGHT HOURS

**BRYSON, BULTMAN, VANDER PLOEG,
BAKKER, PARTINGTON**

485. STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS—Student teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Experience is provided at both the elementary and secondary level enabling students majoring in art, music, and physical education to obtain K-12 certification. Students must apply for student teaching during the second semester of their junior year.

TEN HOURS

STAFF BOTH SEMESTERS

Education

490. INDEPENDENT STUDY—For prospective teachers who wish to do advance study in a special interest field. Approval for study must be given by the Department Chairman.

ONE, TWO or THREE HOURS

STAFF

500. PERSPECTIVES IN EDUCATION—A study of the organizational and operational aspects of American education. Current educational practices, issues and problems will be examined in historical, sociological, and philosophical perspectives. Prerequisite: Senior status or by consent of chairman of the Education department.

THREE HOURS

STAFF BOTH SEMESTERS

EDUCATION AND LIBRARY SCIENCE PROGRAM

The courses offered in this program are administered by the Department of Education and are intended to prepare students for work as librarians in either an elementary or secondary school library.

333. MATERIALS SELECTION—Theoretical and practical criteria for the selection of library materials (both book and non-book). Sources of purchasing and reviewing with emphasis on the current trade. Prerequisites: none.

THREE HOURS

**STAFF SECOND SEMESTER
& SUMMER OF ALTERNATE YEARS**

334. AUDIO-VISUAL COMMUNICATIONS—Problems of production and usage are considered together with the communication impact of media presentations. Prerequisites: EDLS 333, or enrollment in EDLS 333.

THREE HOURS

**STAFF FIRST SEMESTER
& SUMMER OF ALTERNATE YEARS**

353. CLASSIFICATION & CATALOGING—The physical description, subject content analysis, and the theoretical foundations of classification (with major emphasis on the Dewey Decimal and the Library of Congress Classifications) for book materials. Prerequisites: EDLS 333, 334.

THREE HOURS

**STAFF SECOND SEMESTER
& SUMMER OF ALTERNATE YEARS**

354. REFERENCE—A study of the basic reference sources and their utilization for effective reference service. Analysis of the reference interview using the communication model. Prerequisites: EDLS 333, 334.

THREE HOURS

**LEBBIN FIRST SEMESTER
& SUMMER OF ALTERNATE YEARS**

371. ORGANIZATION & ADMINISTRATION—Theoretical principles and practical applications for the efficient functioning and future planning of library services. Prerequisites: EDLS 333 and EDLS 354. (Best taken the semester prior to field assignment.)

THREE HOURS

**SECOND SEMESTER
& SUMMER OF ALTERNATE YEARS**

382. FIELD ASSIGNMENT IN THE ELEMENTARY OR SECONDARY SCHOOL LIBRARY—A directed practical experience in an area elementary or secondary school together with a seminar focusing on the needs of the student. Prerequisites: EDLS 371.

FIVE HOURS

**STAFF BOTH SEMESTERS
OF ALTERNATE YEARS**

ENGLISH

MR. HUTTAR, CHAIRMAN; MR. FIKE, MR. HEMENWAY, *MR. HOLLENBACH, MR. JELLEMA, MRS. MILLER, MISS MUELLER, MR. PANKIK, MR. POWELL, MR. PRINS, MISS REEDY, MR. REYNOLDS, MR. RIDL, MR. SCHAKEL, MRS. TAYLOR, **MR. TEN HOOR. *Assisting Faculty:* MRS. BRATT, MRS. FINN, MRS. WHEELER.

All students are required to take a course in composition and a year sequence in literature as part of the general degree requirements. Course 113 in composition and courses 231 and 232 in literature are intended to meet these basic requirements. English 113 is prerequisite to all other writing courses, and 231 or 232 or 249 is prerequisite to all literature courses numbered above 325, except by special permission of the department chairman.

MAJORS: A satisfactory overall average (2.0) and an average of better than 2.0 in English course work to date are the general criteria for acceptance in the English major program. Students should apply for admission during the sophomore year. English 249 is a basic course in the major sequence and should be taken in the freshman or sophomore year. The competencies in language, writing, and literature which the major aims to develop are given in detail in the departmental Prospectus for Majors that is available on request.

An English major must complete a minimum of 30 credit hours of acceptable course work in the department. Introduction to Liberal Studies (113) and Business English (251) do not count in the 30 hours. Intermediate level proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. The major must include the following:

1. Practical criticism (249), preferably taken in freshman or sophomore year.
2. A course in American Literature.
3. Two courses in English Literature.
4. A course on the English language.
5. A course that focuses on a major writer (361, 364, 369 or in some cases 490 or 491).
6. Electives.

Guidelines for the English Major with Special Professional Goals

Among the options available to the student in the above program, certain courses are particularly recommended as part of the preparation for specific goals. Variation from these guidelines should be discussed with the major advisor.

*On Leave Second Semester 1972-73.

**On Leave First Semester 1972-73.

- A. Elementary Teaching: 325, Children's Literature; 355, Modern English Grammar; 364, Shakespeare; 305, Major American Writers or 301, 302 Survey of American Literature; 311, 312, Survey of English Literature.
- B. Secondary Teaching: 355, Modern English Grammar; 364, Shakespeare; 301, 302, Survey of American Literature; 311, 312, Survey of English Literature; upper level electives.
- C. Graduate Study in English: Two courses in American Literature; three courses, preferably period courses, in English Literature; 364, Shakespeare; an advanced studies course (490 or 491); electives from upper level courses. (This major should approximate 40 hours.)
- D. Writing & Editing: One or more advanced writing courses; literature electives. (This major should approximate 35 hours.) Cognate courses in Communications are recommended.

For other kinds of professional preparation (e.g. business and industry, pre-law, pre-seminary, pre-med, foreign service, librarianship) the specific recommendations in English are less prescriptive and the student should, with his advisor's help, tailor a program to his own needs.

Reading and Writing Center (305 Van Raalte)

This non-credit, no-fee service is designed to help students in grammar, composition, and reading skills. Need may be revealed by entrance examination, by high school record of performance, or by evidence in college courses. The student may seek service of the Center on his own initiative, or he may be remanded to it by one of his teachers.

010. READING CENTER—A five-week course (15 hours of classwork) is offered twice each semester, designed to improve both speed and comprehension.

NON-CREDIT

BRATT

020. WRITING CENTER—Individual assistance is offered daily at scheduled times.

NON-CREDIT

BRATT

127

Writing

113. INTRODUCTION TO LIBERAL STUDIES—This course encourages students to explore ideas through reading, discussion, and writing. The emphasis is on development of writing abilities. The area of exploration varies with individual instructors: consult department for current list. Topics in 1971-72 included the following: The Ecological Crisis, Justice in the Middle East, Exploring Literature, American Indian Points of View, Innocence and Experience, The Rhetoric of Unrest, Coping with Change, Life Styles, Extended Awareness, Strategies for Survival, Mythology and Science Fiction, and The Future: Science Fiction. Required of all freshmen. Not counted toward an English major.

FOUR HOURS

STAFF BOTH SEMESTERS

English

213. ADVANCED WRITING—A course designed to further the student's ability to write clear and cogent exposition on one or more cultural issues or motifs. The readings, largely literary, will depend upon the motif selected. For students in any discipline. Prerequisite, English 113.

TWO HOURS

STAFF BOTH SEMESTERS

251. BUSINESS ENGLISH—Study of the various forms of business correspondence. Designed for major in Business Administration. Not to be counted toward an English major. Prerequisite, English 113. Not offered 1972-73.

TWO HOURS

STAFF FIRST SEMESTER

254. CREATIVE WRITING—For students who wish to practice the fictive forms of writing (short story, novel, poetry, drama). Prerequisite: English 113.

THREE HOURS

JELLEMA SECOND SEMESTER

454. ADVANCED CREATIVE WRITING—A seminar for those who wish to continue writing. Each student will work on a major project. Prerequisite: English 254. Offered alternate years, 1973-74.

THREE HOURS

JELLEMA FIRST SEMESTER

Literature

231. WORLD LITERATURE—A study of world masterpieces in translation through the Renaissance. Meets part of Cultural Heritage requirement.

THREE HOURS

STAFF FIRST SEMESTER

232. WORLD LITERATURE—A study of world masterpieces since the Renaissance. Meets part of Cultural Heritage requirement.

THREE HOURS

STAFF SECOND SEMESTER

241. BLACK LITERATURE—An intensive examination of selected prose and poetry of black American authors.

THREE HOURS

REEDY SECOND SEMESTER

249. PRACTICAL CRITICISM—The exercise of practical criticism applied to poetry. Basic course in the English major; open to non-majors.

THREE HOURS

STAFF BOTH SEMESTERS

288. THE SHORT STORY—Introduction to the short story as a form of literature.

TWO HOURS

JELLEMA FIRST SEMESTER

301. SURVEY OF AMERICAN LITERATURE I.—A chronological survey of American literature, from the beginnings to the late nineteenth century. Not open to students electing English 305.

THREE HOURS

MUELLER FIRST SEMESTER

302. SURVEY OF AMERICAN LITERATURE II—A chronological survey of American literature from the mid nineteenth century to the present. Not open to students electing English 305. English 301 not a prerequisite.

THREE HOURS

MUELLER SECOND SEMESTER

305. MAJOR AMERICAN WRITERS—Study of selected American writers, primarily of the 19th century. Not open to students electing English 301 or 302.

THREE HOURS

HOLLENBACH FIRST SEMESTER

311. SURVEY OF ENGLISH LITERATURE I—English literature from its beginnings to the eighteenth century.

THREE HOURS

HEMENWAY FIRST SEMESTER

312. SURVEY OF ENGLISH LITERATURE II—English literature from the Romantic period to the present.

THREE HOURS

FIKE SECOND SEMESTER

325. CHILDREN'S LITERATURE—An introduction to the authors, illustrators, and publications in the field of children's literature. Traditional literature, representative modern writings, and award-winning books are studied as guides to determining criteria for evaluating children's literature. Required of majors planning on elementary teaching.

TWO HOURS

BRATT BOTH SEMESTERS

330. THE ENGLISH NOVEL—The structure and content of the English novel from Defoe to Joyce. Alternate years, 1973-74.

THREE HOURS

PRINS SECOND SEMESTER

332. THE AMERICAN NOVEL—American novels from Hawthorne to Faulkner.

THREE HOURS

PRINS FIRST SEMESTER

334. THE MODERN EUROPEAN NOVEL—The nineteenth and twentieth century influences on the novel from Balzac to Camus. Alternate years, 1972-73.

THREE HOURS

PRINS SECOND SEMESTER

335. THE ENGLISH LYRIC—A critical history of the short poem in English from its beginnings in Middle English to its modern forms. Emphasis is on the formal changes and innovations which mark its chronological development; the continuity of literary tradition; and the relation of tradition to experiment. Treatment of individual poets is representative, not exhaustive, with attention drawn to minor but significant poets whose work was crucial in the development of the genre. Offered alternate years, 1972-73.

THREE HOURS

FIKE SECOND SEMESTER

338. MODERN POETRY—Study of major poets of twentieth-century England and America.

THREE HOURS

JELLEMA SECOND SEMESTER

English

345. MODERN DRAMA IN ENGLISH—A study of representative English, Irish, and American drama of the twentieth century. Focus on the approaches to reading and interpreting dramatic literature.

THREE HOURS

HOLLENBACH FIRST SEMESTER

361. CHAUCER AND HIS TIMES—The literature and ideas that spelled the end of the Middle Ages. Knowledge of Middle English not required. Offered alternate years, 1973-74.

THREE HOURS

REEDY FIRST SEMESTER

363. SPENSER AND HIS TIMES—The English Renaissance in the non-dramatic literature. The course aims to study literature as an expression of the new concepts that marked the Sixteenth Century. Offered alternate years, 1972-73.

THREE HOURS

HUTTAR FIRST SEMESTER

364. SHAKESPEARE'S PLAYS—The most important plays of Shakespeare in chronological order to show the evolution of Shakespeare as a dramatist.

THREE HOURS

MUELLER, TEN HOOR BOTH SEMESTERS

369. MILTON—Primarily a study of Milton's poetry with some attention to his prose. Offered alternate years, 1972-73.

THREE HOURS

HUTTAR SECOND SEMESTER

372. SEVENTEENTH CENTURY—Study of representative prose, poetry and drama of seventeenth century England, with emphasis on the earlier period. Shakespeare and Milton excluded. Offered alternate years, 1973-74.

THREE HOURS

HUTTAR SECOND SEMESTER

376. POETRY OF THE ROMANTIC MOVEMENT—English poetry 1783-1832: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Offered alternate years, 1973-74.

THREE HOURS

FIKE SECOND SEMESTER

378. THE VICTORIAN AGE—Selected Victorian poetry and prose in the light of the social and intellectual background of the age, 1832-1901.

THREE HOURS

FIKE FIRST SEMESTER

Language

355. MODERN ENGLISH GRAMMAR—Examination of traditional, structural, and transformational models for analyzing the structure of contemporary American English. Recommended for prospective teachers.

THREE HOURS

REYNOLDS BOTH SEMESTERS

356. HISTORY OF THE ENGLISH LANGUAGE—Study of the principles and phenomena of language change through an examination of changing forms and meanings in English from the earliest times to the present day.

THREE HOURS

REYNOLDS SECOND SEMESTER

Linguistics (364) may be substituted to fulfill the major requirement of a course on the English language, but will not count toward the 30 hours in the major field.

Teaching

380. TEACHING OF SECONDARY SCHOOL ENGLISH—A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary schools. Required for Secondary Certification. Not credited toward English major or minor.

TWO HOURS

TAYLOR BOTH SEMESTERS

Readings and Research

490. SPECIAL PROBLEMS—An individual research project, investigating some topic in depth and culminating in a paper that demonstrates literary scholarship and independent thought. Prerequisite: Department Approval. (Students who meet the Honors Project requirement and present a paper that meets the standards established will have the course recorded as a 100 Honors Project.) May be repeated for additional credit, with a different project. Not limited to the senior level.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

491. ADVANCED STUDIES—A pre-seminar in some field designated by the instructor. Preparation and presentation of research papers are central to the course. Prerequisite: previous work in or related to the designated field. May be repeated for additional credit in a different field of study.

THREE HOURS

STAFF BOTH SEMESTERS

499. READINGS IN LITERATURE—Designed to fill in gaps in knowledge of important authors and works and of major trends and patterns. Readings under tutorial supervision of an instructor assigned by department chairman. Prerequisite: department approval.

THREE HOURS

STAFF BOTH SEMESTERS

590. INDEPENDENT HONORS PROJECT—A Senior Honors project, by permission of the department. See description under Academic Regulations, and English 490. The student registers for English 490, and if his work qualifies it is recorded, by departmental decision, as English 590.

THREE HOURS

STAFF BOTH SEMESTERS

FOREIGN LANGUAGES

MR. WELLER, CHAIRMAN.

CLASSICS: Greek and Latin

MR. WHEELER, MRS. WHEELER.

Major in Classics: In order to fulfill the requirements for a major in Classics, a student must complete fifteen (15) hours of Latin beyond the Latin 231 level, and 16 hours of Greek (Greek 211, 212, 231, 232). A major is expected to acquire some knowledge of related fields, i.e. History and Archaeology. The Department will counsel the student regarding source materials in these fields.

Major in Latin: The department does not make a practice of allowing a major in only one of the two languages. However, a student interested in teaching Latin on the secondary level may take a program consisting of eighteen (18) hours of Latin beyond the Latin 231 level and eight (8) hours of elementary Greek (Greek 211 and 212). In addition, the student must elect Education 384, Teaching Foreign Languages.

Note: The Major in Latin is considered a terminal program for those students planning to teach on the secondary level. Those students planning to continue the study of Classics on the graduate level should elect to major in Classics, as the department is reluctant to recommend students with little or no knowledge of Greek for graduate study.

Major in Ancient Civilization: A flexible program primarily in Classical Literature, History and Thought, to be worked out with the Classics Division of the Foreign Languages Department. The required 32 hours must include: (a) 14 hours of work at the college level in ancient language (18 hours for those students wishing to earn a secondary level teaching certificate); (b) Six hours of Ancient History, and, (c) 12 hours of courses in Ancient Art, Ancient Philosophy, Classical Drama, Archaeology, Ancient Religion, Classical Literature in Translation, Mythology and Ancient History not used for (b) above.

A variety of study abroad programs are available for study in Athens, Rome, Jerusalem, or Beirut. Overseas programs should be worked out with the Department to insure that full credit is given.

Foreign Languages

Greek

111. ELEMENTARY GREEK I—Introduction to the Elements of Greek Grammar.

FOUR HOURS

FIRST SEMESTER

112. ELEMENTARY GREEK II—Continuation of Greek 111.

FOUR HOURS

SECOND SEMESTER

231. INTERMEDIATE GREEK I—Prose and Poetry Readings of intermediate difficulty with selections from Classical and New Testament writers. Prerequisite: Greek 112 or permission of instructor.

FOUR HOURS

FIRST SEMESTER

232. INTERMEDIATE GREEK II—Continuation of Greek 231. Prerequisite: Greek 231 or permission of instructor.

FOUR HOURS

SECOND SEMESTER

250. CLASSICAL MYTHOLOGY—A study of the myths of Greece and Rome, using both secondary and original sources. A knowledge of the Latin and Greek languages not required.

THREE HOURS

SECOND SEMESTER

255. THE GREEK EXPERIENCE—A study of the ideas and contributions of the major writers from pre-classical to Hellenistic times, with special attention given to the pertinent historical and archaeological background. A knowledge of Greek not required. Open to all students. Alternate years, 1973-74.

THREE HOURS

FIRST SEMESTER

471. SPECIAL AUTHORS—Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 232 or permission of instructor.

THREE HOURS

FIRST SEMESTER

472. SPECIAL AUTHORS—See description of Greek 471.

THREE HOURS

SECOND SEMESTER

590. INDEPENDENT STUDY—A Senior Honors Project, by permission of the department. See description under academic regulations.

THREE HOURS

BOTH SEMESTERS

Latin

111. ELEMENTARY LATIN I—Introduction to the Elements of Latin Grammar.

FOUR HOURS

FIRST SEMESTER

112. ELEMENTARY LATIN II—Continuation of Latin 111.

FOUR HOURS

SECOND SEMESTER

Foreign Languages

231. INTERMEDIATE LATIN I—Review of Latin grammar combined with prose readings of intermediate difficulty. Prerequisite: Latin 112, or permission of instructor.

FOUR HOURS

FIRST SEMESTER

232. INTERMEDIATE LATIN II—Continuation of Latin 231. Selected prose and poetry readings. Prerequisite: Latin 232 or permission of instructor.

FOUR HOURS

SECOND SEMESTER

255. THE ROMAN EXPERIENCE—A study of the ideas and contributions of the major Roman writers from the Republican Period through the Fourth Century, with special attention given to the pertinent historical and archaeological background. A knowledge of Latin not required. Open to all students. Alternate years, 1972-73.

THREE HOURS

FIRST SEMESTER

351. ROMAN POETRY I—Reading of selected poems of Catallus and Horace. Prerequisite: Latin 232 or permission of instructor. Alternate years, 1972-73.

THREE HOURS

FIRST SEMESTER

352. ROMAN SATIRE—Readings from the satires of Horace and Juvenal. Prerequisite: Latin 232 or permission of instructor. Alternate years, 1972-73.

THREE HOURS

SECOND SEMESTER

353. ROMAN HISTORIOGRAPHY—Selected readings from Caesar, Sallust, Livy, and Tacitus. Prerequisite: Latin 232, or permission of instructor. Alternate years, 1973-74.

THREE HOURS

FIRST SEMESTER

354. ROMAN POETRY II—Selections from Lucretius, Vergil, and Ovid. Prerequisite: Latin 232 or permission of instructor. Alternate years, 1973-74.

THREE HOURS

SECOND SEMESTER

362. PROSE COMPOSITION—A study of Latin idioms in the Ciceronian period, combined with practice in writing short selections in Latin. Prerequisite: Latin 351, 352, 353 or 354 or permission of instructor. Alternate years, 1972-73.

TWO HOURS

SECOND SEMESTER

471. SPECIAL AUTHORS—Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 232 or permission of instructor.

THREE HOURS

FIRST SEMESTER

472. SPECIAL AUTHORS—See description of Latin 471.

THREE HOURS

SECOND SEMESTER

590. INDEPENDENT STUDY—A Senior Honors project by permission of the department. See description under Academic Regulations.

THREE HOURS

BOTH SEMESTERS

Foreign Languages

Dutch

111. ELEMENTARY DUTCH I— An intensive audio-lingual approach to the learning of Dutch; reading of graded texts; study of essentials of grammar. For students with no previous study of Dutch. Not offered 1972-73.

FOUR HOURS

FIRST SEMESTER

112. ELEMENTARY DUTCH II—Continuation of Course 111. Not offered 1972-73.

FOUR HOURS

SECOND SEMESTER

Education

MRS. HULL FABER, MR. POWELL.

378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE—See Education 378.

THREE HOURS

POWELL BOTH SEMESTERS

384. TEACHING FOREIGN LANGUAGES—Required for French, German, Latin or Spanish majors seeking secondary certification. See Education 384. (For credit in Education only.)

TWO HOURS

FABER BOTH SEMESTERS

French

MR. CREVIERE, MRS. HULL FABER, MRS. VICKERS.

MAJOR: 24 credit hours of courses numbered 351 and above; 9 of these credit hours must be selected from courses numbered 471 or above and must include at least 5 hours in literature. Those planning to go on to graduate school in French are strongly urged to take considerably more than 9 hours of courses numbered 471 or above.

It is recommended that students who intend to teach French in secondary school choose a teaching minor in another foreign language. All qualified majors are urged to participate in the Grenoble program.

111. ELEMENTARY FRENCH (I) — Pronunciation, grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of French.

FOUR HOURS

STAFF FIRST SEMESTER

112. ELEMENTARY FRENCH (II)—A continuation of French 111. Prerequisite: French 111 or equivalent, or one year high-school French.

FOUR HOURS

STAFF SECOND SEMESTER

231. INTERMEDIATE FRENCH (I) — A review of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Prerequisite: French 112 or equivalent, or two years high-school French.

FOUR HOURS

STAFF FIRST SEMESTER

Foreign Languages

232. INTERMEDIATE FRENCH (II) — Reading in French literature, history, and culture. Conversation and composition, with required supplementary reading. Prerequisite: French 231 or equivalent, or three years high-school French.
FOUR HOURS **STAFF SECOND SEMESTER**

342. ORIENTATION SEMINAR — To prepare students culturally, academically, psychologically, sociologically, and linguistically to derive optimum benefits from study in France. Required of all students intending to study in France.
TWO HOURS **STAFF SECOND SEMESTER**

351. FRENCH CIVILIZATION (I) — A study of French civilization from the Middle Ages through the eighteenth century. Readings and class discussions in French. Required of French majors. Prerequisite: French 232 or equivalent, or four years high-school French.
THREE HOURS **VANDENBERG FIRST SEMESTER**

352. FRENCH CIVILIZATION (II) — A study of French civilization from the nineteenth century to the present time. Readings and class discussions in French. Required of French majors. Prerequisite: French 232 or equivalent, or four years high-school French.
THREE HOURS **STAFF SECOND SEMESTER**

355. INTRODUCTION TO FRENCH LITERATURE — A study of major literary works of France. Readings and class discussion in French. Required of French majors. Prerequisite: French 232 or equivalent, or four years high-school French.
THREE HOURS **CREVIERE, FIRST SEMESTER**

361. ADVANCED GRAMMAR AND COMPOSITION — A comprehensive study of French grammar, with advanced composition, and class discussions in French. Required of French majors. Prerequisite: French 232 or equivalent, or four years high-school French.
THREE HOURS **VICKERS FIRST SEMESTER**

362. FRENCH CONVERSATION — A course designed to develop conversational fluency, conducted in French. Prerequisite: French 232 or equivalent, or four years high-school French.
THREE HOURS **STAFF SECOND SEMESTER**

366. PRONUNCIATION AND INTONATION — An advanced laboratory course with systematic exercises and drill in French pronunciation and intonation. Prerequisite: French 232 or equivalent, or four years high-school French. Not offered 1972-73.
TWO HOURS **STAFF FIRST SEMESTER**

471. 17TH CENTURY FRENCH LITERATURE — French Classicism in the Golden Age: Descartes, Pascal, Corneille, Racine, Moliere, LaFontaine, and other writers. Readings and class discussions in French. Prerequisite: French 355. Alternate years, 1973-74.
THREE HOURS **STAFF FIRST SEMESTER**

Foreign Languages

473. 18TH CENTURY FRENCH LITERATURE—French thought as reflected in the literature of the Age of Enlightenment: Montesquieu, Voltaire, Rousseau, Diderot, Marivaux, Beaumarchais, and other writers. Readings and class discussions in French. Prerequisite: French 355. Alternate years, 1972-73.
THREE HOURS **STAFF FIRST SEMESTER**

476. 19TH CENTURY FRENCH LITERATURE — The development of the Romantic movement in drama, poetry, and fiction: the novel from Balzac to Anatole France, Parnassian poetry: the Realistic drama. Readings and class discussions in French. Prerequisite: French 355. Alternate years, 1973-74.
THREE HOURS **STAFF SECOND SEMESTER**

478. 20TH CENTURY FRENCH LITERATURE— The novel, drama, and poetry of the contemporary period: Proust, Gide, Claudel, Valery, Camus, Sartre, and other writers. Readings and class discussions in French. Prerequisite: French 355. Alternate years, 1972-73.
THREE HOURS **CREVIERE SECOND SEMESTER**

491. SPECIAL PROBLEMS IN FRENCH — Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated for a maximum total of four (4) hours credit. Prerequisites: French 355, senior standing and consent of department chairman.
TWO or THREE HOURS **STAFF BOTH SEMESTERS**

590. INDEPENDENT STUDY — A Senior Honors project by permission of the department. See description under Academic Regulations.
THREE HOURS **STAFF BOTH SEMESTERS**

German

MR. BEDELL, MR. HEINE, *MR. MEGOW, MRS. STRAND.

MAJOR: 24 credit hours of courses numbered 351 and above; 9 of these credit hours must be selected from courses numbered 471 or above and must include at least 5 hours in literature. Those planning to go on to graduate school in German are strongly urged to take considerably more than 9 hours of courses numbered 471 or above.

It is recommended that students who intend to teach German in secondary school choose a teaching minor in another foreign language. All qualified majors are urged to include some foreign study experience in their major program.

*On Leave Second Semester 1972-73.

Foreign Languages

111. ELEMENTARY GERMAN I—An intensive audio-lingual approach to the learning of German; reading of graded texts; study of essentials of grammar. For students with no previous study of German.
FOUR HOURS **STAFF FIRST SEMESTER**

112. ELEMENTARY GERMAN II—Continuation of course 111. Prerequisite: German 111 or equivalent, or one year high-school German.
FOUR HOURS **STAFF SECOND SEMESTER**

231. INTERMEDIATE GERMAN I—Reading of more advanced graded texts which form the basis for conversation, composition, and grammar review. Prerequisite: German 112 or equivalent, or two years high-school German.
FOUR HOURS **STAFF FIRST SEMESTER**

232. INTERMEDIATE GERMAN II—Continuation of course 231. German 231 or equivalent, or three years high-school German.
FOUR HOURS **STAFF SECOND SEMESTER**

351. GERMAN CIVILIZATION (I) — A study of German Civilization from earliest times to the age of industrialization. Readings and class discussions in German. Required of German majors. Prerequisite: German 232 or equivalent, or four years of high-school German.
THREE HOURS **STRAND FIRST SEMESTER**

352. GERMAN CIVILIZATION (II) — A study of German Civilization from the age of industrialization to modern times. Readings and class discussions in German. Required of majors. Prerequisite: German 232 or equivalent, or four years high-school German.
THREE HOURS **STAFF SECOND SEMESTER**

355. MASTERPIECES— An introduction to the development of German literature in broad outlines. Reading of representative selections. Emphasis on continued acquisition of linguistic skills and the growth of the critical literary vocabulary. Prerequisite for all other literature courses. Prerequisite: German 232 or equivalent, or four years high-school German.
THREE HOURS **BEDELL FIRST SEMESTER**

361. GERMAN LANGUAGE I—A thorough review of German grammar and practice in composition. Emphasis on acquiring the ability to explain grammatical constructions. Prerequisite: German 232 or equivalent, or four years high-school German.
THREE HOURS **HEINE FIRST SEMESTER**

362. GERMAN LANGUAGE II—Continuation of course 361, emphasis on conversation. Prerequisite: German 232 or equivalent, or four years high-school German.
THREE HOURS **HEINE SECOND SEMESTER**

Foreign Languages

364. SCIENTIFIC GERMAN—Reading of science texts in German to develop a competency in specialized areas. Alternate years, 1973-74.

TWO HOURS

MEGOW SECOND SEMESTER

471. GERMAN LITERATURE I—From the Middle Ages through Baroque. Prerequisite: German 355. Alternate years, 1972-73.

THREE HOURS

MEGOW FIRST SEMESTER

472. GERMAN LITERATURE II—A study of 18th Century German literature with emphasis on the Enlightenment and Classicism (Lessing, Schiller, Goethe). Prerequisite: German 355. Alternate years, 1972-73.

THREE HOURS

STAFF SECOND SEMESTER

473. GERMAN LITERATURE III—A study of 19th Century German literature with emphasis on Romanticism and Realism. Prerequisite: German 355. Alternate years, 1973-74.

THREE HOURS

MEGOW FIRST SEMESTER

474. GERMAN LITERATURE IV—The 20th Century. Prerequisite: German 355. Alternate years, 1973-74.

THREE HOURS

STAFF SECOND SEMESTER

475. GERMAN LITERATURE V—A pro-seminar in the genres; designed to introduce students to the basic tools and methods of research in German literature. Prerequisite: German 355. Alternate years, 1972-73.

THREE HOURS

STAFF SECOND SEMESTER

491. SPECIAL PROBLEMS IN GERMAN—Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated for a maximum total of four (4) hours credit. Prerequisites: German 355, senior standing and consent of

TWO or THREE HOURS

STAFF BOTH SEMESTERS

139

590. INDEPENDENT STUDY—A Senior Honors project by permission of the department. See description under Academic Regulations.

THREE HOURS

STAFF BOTH SEMESTERS

Linguistics

MR. POWELL

364. INTRODUCTION TO DESCRIPTIVE LINGUISTICS—An introduction to the science of descriptive linguistics, with a consideration of problems and methods of the phonemic, morphemic, and syntactical analysis of languages. Prerequisite: Junior standing or permission of the instructor.

THREE HOURS

POWELL BOTH SEMESTERS

Foreign Languages

Russian

MR. PENROSE.

111. ELEMENTARY RUSSIAN (I)—Pronunciation grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of Russian.

FOUR HOURS

FIRST SEMESTER

112. ELEMENTARY RUSSIAN (II)—A continuation of Russian 111. Prerequisite: Russian 111 or equivalent, or one year high-school Russian.

FOUR HOURS

SECOND SEMESTER

231. INTERMEDIATE RUSSIAN (I)—A review of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Prerequisite: Russian 112 or equivalent, to two years high-school Russian.

FOUR HOURS

FIRST SEMESTER

232. INTERMEDIATE RUSSIAN (II)—Readings in Russian literature, history, and culture. Conversation and composition, with required supplementary reading. Prerequisite: Russian 231 or equivalent, or three years high-school Russian.

FOUR HOURS

SECOND SEMESTER

357. MASTERPIECES IN RUSSIAN LITERATURE (I)—Readings from Pushkin, Lermontov, Turgenev, Tolstoy, Dostoyevsky, Gogol and Gorky. Class discussions in Russian. Prerequisite: Russian 232 or equivalent, or four years high-school Russian. Not offered 1972-73.

TWO HOURS

FIRST SEMESTER

358. MASTERPIECES IN RUSSIAN LITERATURE (II)—Further readings from the great Russian writers of the nineteenth and twentieth centuries. Class discussions in Russian. Prerequisite: Russian 357 or the equivalent. Not offered 1972-73.

TWO HOURS

SECOND SEMESTER

Spanish

MRS. CASTILLO, MR. PINO, MRS. SEARLES, MR. WELLER.

MAJOR: 24 credit hours of courses numbered 351 and above; 9 of these credit hours must be selected from courses numbered 471 or above and must include at least 5 hours in literature. In addition, Linguistics 364 is required of all majors. Those planning to go on to graduate school in Spanish are strongly urged to take considerably more than 9 hours of courses numbered 471 or above. Such students must successfully complete Spanish 493 in order to obtain departmental recommendation for admission to graduate studies in Spanish.

Foreign Languages

It is recommended that students who intend to teach Spanish in secondary school choose a teaching minor in another foreign language. All qualified majors are urged to include some foreign study experience in their major program.

111. ELEMENTARY SPANISH (I)—Pronunciation, grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of Spanish.

FOUR HOURS

STAFF FIRST SEMESTER

112. ELEMENTARY SPANISH (II)—A continuation of Spanish 111. Prerequisite: Spanish 111 or equivalent, or one year of high-school Spanish.

FOUR HOURS

STAFF SECOND SEMESTER

231. INTERMEDIATE SPANISH (I)—A review of pronunciation and grammar; intensive and extensive reading, dictation, conversation, and composition. Prerequisite: Spanish 12 or equivalent, or two years high-school Spanish.

FOUR HOURS

STAFF FIRST SEMESTER

232. INTERMEDIATE SPANISH (II)—A continuation of Spanish 231. Prerequisite: Spanish 31 or equivalent, or three years high-school Spanish.

FOUR HOURS

STAFF SECOND SEMESTER

351. SPANISH CIVILIZATION—A study of Spanish civilization from earliest times to the present day. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 232 or equivalent, or four years high-school Spanish.

THREE HOURS

CÁSTILLO FIRST SEMESTER

352. LATIN-AMERICAN CIVILIZATION—A study of Latin-American civilization from earliest times to the present day. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 232 or equivalent, or four years high-school Spanish.

THREE HOURS

PINO SECOND SEMESTER 141

355. INTRODUCTION TO HISPANIC LITERATURES—A study of major literary works of Spain and Latin-America. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 232 or equivalent, or four years of high school Spanish.

THREE HOURS

SEARLES FIRST SEMESTER

361. ADVANCED GRAMMAR AND COMPOSITION—A comprehensive study of Spanish grammar, with advanced composition, conducted in Spanish. Required of Spanish majors. Prerequisite: Spanish 232 or equivalent, or four years high-school Spanish.

THREE HOURS

PINO FIRST SEMESTER

362. SPANISH CONVERSATION—A course designed to develop conversational fluency and accuracy of pronunciation and intonation, conducted in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high-school Spanish.

THREE HOURS

CASTILLO SECOND SEMESTER

Foreign Languages

471. SPANISH DRAMA AND POETRY OF THE GOLDEN AGE — Dramatic works of Lope de Vega, Ruiz de Alarcón, Tirso de Molina, Calderón de la Barca, and others; poetic works of the mystics, Herrera, Fray Luis de León, Góngora, Quevedo, and others. Readings and class discussions in Spanish. Prerequisite: Spanish 355. Alternate years, 1973-74.

THREE HOURS

WELLER FIRST SEMESTER

473. SPANISH PROSE OF THE GOLDEN AGE—The picaresque novel, minor genres of the novel; Cervantes, the short novel; history and essay; La Celestina. Readings and class discussions in Spanish. Prerequisite: Spanish 355. Alternate years, 1972-73.

THREE HOURS

WELLER FIRST SEMESTER

474. 19TH CENTURY SPANISH LITERATURE—Romanticism and realism in prose and poetry, with special emphasis on the theater and the development of the regional novel. Readings and class discussions in Spanish. Prerequisite: Spanish 355. Alternate years 1973-74.

THREE HOURS

SEARLES SECOND SEMESTER

476. CONTEMPORARY SPANISH LITERATURE— The Generation of 1398, and the contemporary novel, drama, and poetry. Readings and class discussions in Spanish. Prerequisite: Spanish 355. Alternate years, 1972-73.

THREE HOURS

SEARLES SECOND SEMESTER

478. MODERN SPANISH-AMERICAN LITERATURE — A study of Spanish-American literature with emphasis on Modernismo and contemporary movements. Readings and class discussions in Spanish. Prerequisite: Spanish 355. Alternate years, 1973-74.

THREE HOURS

STAFF SECOND SEMESTER

491. SPECIAL PROBLEMS IN SPANISH — Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated for a maximum total of four (4) hours credit. Prerequisites: Spanish 355, senior standing and consent of department chairman.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

493. SPECIAL SPANISH STUDIES—Preparation for a comprehensive examination on the major field. Required of all Spanish majors who desire departmental recommendation for admission to graduate school in Spanish. Prerequisite: Spanish 351, 352 and 355 or equivalent, and senior standing.

TWO HOURS

STAFF BOTH SEMESTERS

590. INDEPENDENT STUDY — A Senior Honors Project by permission of the department. See description under Academic Regulations.

THREE HOURS

STAFF BOTH SEMESTERS

GEOGRAPHY

MR. HEINE.

In the study of geography, as in any intellectual endeavor, emphasis is placed on important ideas, relationships, and disciplined reason, rather than on facts for their own sake. Because a student does not usually today achieve geographic literacy before reaching college, Hope College offers the following courses to provide this.

242. INTRODUCTION TO GEOGRAPHY— The course exhibits the casual inter-relations of physical; biotic, and human phenomena and shows how these can serve as clues to the origin and function of socio-economic and political processes.

THREE HOURS

HEINE FIRST SEMESTER

343. GEOGRAPHY OF THE "THIRD WORLD" — The course focuses upon the economic, political, and cultural changes in developing countries which have been brought about through the impact of the aggressive culture of the Europeans. Case studies will contribute to the comprehension of the problems of the developing countries.

THREE HOURS

HEINE SECOND SEMESTER

GEOLOGY

MR. THARIN, CHAIRMAN; MR. ANDERSON, MR. REINKING.

Geologists study the materials of the earth and the processes and agents which act to change these materials. The physics of rock deformation, the origin and location of ore deposits, the spreading of the ocean floor, continental drift, plate tectonics, the chemistry of sea water, the origin of the earth and of life itself are areas of contemporary research by geologists. As the study of the earth is interdisciplinary in nature, the professional geologist must be competent in mathematics and the physical sciences. Accordingly, strong minors in other natural science departments and interdepartmental majors will be encouraged.

MAJORS*: A student who plans to be a professional geologist must take at least 25 hours of geology courses numbered 231 and above including Geology 231, 232, 334, 251, 255, 341, and 490. Also required of the geology major is Mathematics 133, 134; Physics 121, 122, 223; Chemistry 111, and 115. Biology 111 and 112 may be taken in place of Physics 122 and 223 by students who plan to be paleontologists. Participation in at least two annual spring field trips is required of geology majors. Advanced courses in French, German, and Russian are recommended for students planning to continue their education in graduate school.

EARTH SCIENCE TEACHERS: The Michigan Certification Code requires that prospective high school teachers elect 30 or more hours of courses in geology and a minor of 20 hours in a discipline or 24 hours in an area. An area minor including courses in biology, physics, and chemistry, is recommended and will be developed on an individual basis with each student.

101. GENERAL GEOLOGY—An introduction to geology stressing the materials of the crust, the nature and architecture of the earth's interior and crust, the processes which work to change the crust and the geologic evolution of the continents. Three lectures and one three-hour laboratory each week. One or more Saturday field trip is required.

FOUR HOURS

THARIN FIRST SEMESTER

*Also see Science Major under the Degree Program (page 69).

104. EARTH MATERIALS—A course designed to acquaint the student with the minerals and rocks which comprise the earth's surface and the uses to which man puts these materials. Laboratory periods will be devoted to elementary crystallography and to the identification of minerals and rocks by various physical and chemical techniques. Three lectures and one three-hour laboratory each week. One or more Saturday field trip to mines, quarries, etc., is required. Prerequisite: Geology 101 or consent of instructor.

FOUR HOURS

THARIN SECOND SEMESTER

115. PHYSICAL GEOLOGY—An introductory course in geology for science and mathematics majors. The physical and chemical development of the earth, the processes acting to change the earth's surface, the evolution of North America, and present day geological problems such as continental drift, paleomagnetism and astrogeology will be studied. Three lectures and one three-hour laboratory or field trip each week. One or more Saturday field trips will be required. Prerequisites: Physics 121, Chemistry 111, or consent of Geology Department. Not offered 1972-73.

FOUR HOURS

REINKING FIRST SEMESTER

116. OCEANOLOGY AND LIMNOLOGY—An introduction to the natural processes in oceans and large lakes. Waves, currents, chemical and physical characteristics of water masses, biological productivity, geology and sedimentary activity will be studied. A portion of the course will be devoted to the natural history and geography of the Great Lakes. May be counted in major of prospective earth science teachers but not by other geology majors.

THREE HOURS

ANDERSON FIRST SEMESTER

117. OCEANOLOGY AND LIMNOLOGY LABORATORY — A course designed to accompany Geology 116 and to familiarize the student with the process active in large bodies of water. Several laboratories will be held on Lakes Macatawa and Michigan and along their shores. Prerequisites: 1) Geology 116 (may be taken concurrently).

ONE HOUR

ANDERSON FIRST SEMESTER

131. OUR DRIFTING CONTINENTS—A course designed to introduce the student to several topics of intense present-day interest in the geological sciences. The history of the theory of continental drift and the newer hypotheses of sea-floor spreading and plate tectonics will be examined in detail.

TWO HOURS

THARIN FIRST SEMESTER

132. GEOLOGY OF THE MOON—A review of the history of man's study of the moon with particular emphasis on geological data gathered in the manned lunar landings.

TWO HOURS

REINKING SECOND SEMESTER

Geology

212. PHYSICAL SCIENCE FOR ELEMENTARY EDUCATION TEACHERS

—A continuation of Physics - Chemistry 211. Topics to be discussed include concepts of chemical reactions, states of matter, materials of the earth, processes which act to change the earth's surface, and an examination of the atmosphere and weather. This course is the same as Chemistry 212 and is open only to prospective elementary education teachers. Lecture, three hours per week. Prerequisite: Physics - Chemistry 211 or consent of instructor.

THREE HOURS

THARIN, WETTACK SECOND SEMESTER

231. MINERALOGY—An introduction to the crystallography and crystal chemistry of minerals with emphasis on the rock forming silicates. Laboratory periods will be devoted to the study of minerals by various methods, including microscopic and x-ray techniques. Three lectures and one three-hour laboratory per week. Prerequisites: Chemistry 111, Physics 121 (may be taken concurrently), or consent of instructor.

FOUR HOURS

REINKING FIRST SEMESTER

232. PETROLOGY AND PETROGRAPHY—An introduction to the study of the igneous and metamorphic rocks. Mineral composition, texture, occurrence and association, petrogenesis, and classification of the rock classes will be stressed in lecture. Laboratory periods will be devoted to hand specimen and thin section examination of rocks. Two lectures and two two-hour laboratories period each week. Prerequisites: Geology 231.

FOUR HOURS

REINKING SECOND SEMESTER

233. GEOLOGY OF MICHIGAN—A course designed to familiarize the prospective earth science teacher with the general geology of Michigan. Emphasis will be on the geologic history and economic geology of Michigan. Two lectures and one three-hour laboratory or field trip each week. Prerequisites: Geology 101. (Alternate years: beginning in 1973-74).

THREE HOURS

FIRST SEMESTER

235. METEOROLOGY AND CLIMATOLOGY—An introduction to meteorology and climatology in which the general principles of meteorology will be applied to an understanding of atmospheric circulations, weather systems, and climates. Two lectures and one three-hour laboratory each week. (Alternate years beginning 1973-74).

THREE HOURS

FIRST SEMESTER

251. STRUCTURAL GEOLOGY—The study of rock deformation stressing the nature, origin, analysis and classification of deformed rocks. Three hours of lecture and one three-hour laboratory each week. One or more weekend field trips may be required. Prerequisites: Geology 101 or 115, and Mathematics 121 or 131. (Alternate years: will be offered in 1972-73).

FOUR HOURS

ANDERSON FIRST SEMESTER

255. FIELD GEOLOGY—An introduction to the methods employed by geologists in the field. Gathering, analyzing, and presenting data in accepted form will be required. Two lectures and four to six hours of laboratory or field work each week. Prerequisites: Consent of instructor. (Alternate years; will be offered in 1972-73).

FOUR HOURS

REINKING FIRST SEMESTER

334. HISTORICAL GEOLOGY—A study of the earth and of its physical and biological evolution. Three lectures and one three-hour laboratory each week. Prerequisite: Geology 101 or 115. (Alternate years; will be offered in 1973-74).

FOUR HOURS

THARIN SECOND SEMESTER

341. REGIONAL FIELD STUDY—An investigation in the field of the general geology of an area such as the Mississippi Valley, the Southern Appalachians, the Gulf Coastal Plain, the Colorado Plateau, etc. One or more hours of lecture will be held each week prior to study in the field. Entire spring vacation or an extended period in the summer will be spent in the field. Final report required. Prerequisites: Geology 101 or 115 and consent of Geology Department.

ONE to THREE HOURS

SECOND SEMESTER, MAY TERM OR SUMMER

351. INVERTEBRATE PALEONTOLOGY—An introduction to the study of the fossil invertebrate phyla. Morphology, taxonomy, and ecology of fossils will be stressed and living representatives of the phyla will be used for comparison. Three lectures and three hours of laboratory each week. One or more Saturday field trip may be required. Prerequisites: Consent of instructor. (Alternate years; will be offered in 1972-73).

FOUR HOURS

ANDERSON SECOND SEMESTER

147

371. MARINE GEOLOGY—An introduction to the geology of the ocean basins and to the geologic processes active in the basins and along their margins. The processes, sediments, and chemistry of nearby bodies of water will be examined in the field. Three hours of lecture and one afternoon of laboratory or field study each week. One or more Saturday or weekend field trips may be required. Prerequisites: Consent of instructor. (Alternate years; will be offered in 1973-74).

FOUR HOURS

ANDERSON FIRST SEMESTER

453. SEDIMENTOLOGY—Study of the mineralogy, petrology, petrography, occurrence, and association of the sedimentary rocks. Thin section examination and textural analysis of sedimentary rocks and unconsolidated sediments will be performed in laboratory. Three lectures and one three-hour laboratory or field trip each week. One weekend field trip may be required. Prerequisite: Geology 231. (Alternate years; will be offered in 1973-74).

FOUR HOURS

THARIN FIRST SEMESTER

Geology

490. SPECIAL PROBLEMS AND SEMINAR—A course designed to introduce the student to research. Required of all seniors majoring in geology. A research problem in an area of special interest will be nominated by the student and approved by the Geology Department before research begins. One hour of seminar each week and an acceptable research report required.

TWO to SIX HOURS

STAFF BOTH SEMESTERS

HISTORY

MR. FRIED, CHAIRMAN; *MR. CLARK, MR. COHEN, MR. CURRY, MR. PENROSE, MR. PETROVICH, MR. STEWART, MR. STRAND.

HISTORY MAJORS: A minimum of thirty semester hours is required for a major. In addition a total of twelve hours must be taken from three of the following fields; Economics, Geography, Political Science, and Sociology. The minimum distribution requirement is as follows: one history course focused mainly on the period before 1500; two courses in American history; two courses in European history; one course related to the history of an area other than Europe or the United States; and a senior seminar in history. Students who plan to do graduate work in history are urged to take at least thirty-six hours of course work in history and to attain reading proficiency in two foreign languages. Majors planning to study mainly the history of areas other than the United States are strongly urged to spend a summer, semester, or year of study in the geographic area of their concentration. A major in Ancient Civilization combining work in History, Classical Languages, Art and Philosophy courses is available. Please see requirements under the Department of Classics. History 130 or 150 are normally recommended to students who want to take only the required three-hour courses needed to fulfill the Cultural Heritage Requirement.

130. INTRODUCTION TO EUROPEAN HISTORY—The course will focus on a significant segment of European History and is designed to serve as an introduction to the study of history as a discipline.

THREE HOURS

STAFF BOTH SEMESTERS

149

150. INTRODUCTION TO AMERICAN HISTORY—The course will focus on a significant segment of the History of the United States and is designed to serve as an introduction to the study of history as a discipline.

THREE HOURS

STAFF BOTH SEMESTERS

210. THE GREEK WORLD—A study of the history and civilization of Greece from prehistoric through classical and Hellenistic times. This course will examine a culture which expanded into Europe, North Africa, and parts of nearby Asia.

THREE HOURS

STRAND FIRST SEMESTER

215. THE ROMAN WORLD—The course follows the expansion of Rome from a small village to ruler of an enormous empire. It considers the growth of Roman institutions and culture during the Republic and Empire periods and speculates on the causes and significance of the disintegration of the greatest empire the ancient world had known.

THREE HOURS

STRAND SECOND SEMESTER

*On Leave 1972-73.

History

220. THE MIDDLE AGES—A survey of the rise, flowering, and decline of the Western Medieval world from the reign of Constantine to the Renaissance. Alternate years, 1973-74.

THREE HOURS

STRAND FIRST SEMESTER

230. HISTORY OF THE SOVIET UNION—Examination of the Russian revolutions of 1917, development of the Soviet system and analysis of the origins and applications of Marxist-Leninist-Stalinist doctrines on Soviet internal and external behavior. Particular attention will be given to a critical examination of the political, diplomatic, economic, social, cultural and educational policies and developments in the Soviet Union during the past fifty years.

THREE HOURS

PETROVICH FIRST SEMESTER

250. RECENT AMERICA—Economic, social, political problems facing the United States since 1918. Emphasis will be placed on the era of the 20's, the New Deal, American entrance in World War II, the postwar decade. It will end with an evaluation of the Kennedy Administration.

THREE HOURS

CURRY SECOND SEMESTER

310. THE GREEK WORLD SINCE CLASSICAL TIMES—The course attempts to trace the Greek world from the disintegration of ancient Greece to today. It will consider how ancient Greece has influenced western civilization intellectually and culturally during medieval and modern history. Major emphasis will be placed on the Byzantine period, from the fourth to the fifteenth century. Alternate years, 1973-74.

THREE HOURS

STRAND SECOND SEMESTER

330. THE ORIGINS OF MODERN GERMANY—The course will trace the political, social, and economic development of the "Holy Roman Empire of the German Nation" from its medieval beginnings to the Thirty Years War. When offered in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of the Hapsburg realm. Alternate years, 1972-73.

THREE HOURS

FRIED FIRST SEMESTER

331. MODERN GERMANY AND AUSTRIA—A survey of the political, social and economic development of the Hohenzollern and Hapsburg Empires from the Peace of Westphalia to the end of the 19th Century. When given in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of Austria. Alternate years, 1972-73.

THREE HOURS

FRIED SECOND SEMESTER

333. HISTORY OF ENGLAND—The development of the English political, social and economic institutions from Roman times to the end of the Stuart period in 1715. Alternate years, 1973-74.

THREE HOURS

CLARK FIRST SEMESTER

334. HISTORY OF ENGLAND—The second semester, a continuation of the first, begins with an analysis of the modern democratic state and the study of the impact of British traditions on the Empire and the World. Alternate years, 1973-74.

THREE HOURS

CLARK SECOND SEMESTER

336. HISTORY OF RUSSIA TO CATHERINE II (862-1762)—The development of the Russian state from its Kievan origins through the reforms of Peter the Great to the advent of the enlightened despotism of Catherine II. Emphasis will be placed on the geographic, social, economic, political and religious factors as they contributed to the growth of the Russian empire. Alternate years, 1972-73.

THREE HOURS

PETROVICH SECOND SEMESTER

337. HISTORY OF IMPERIAL RUSSIA TO 1917—The heritage of the reforms of Peter the Great, the enlightened absolutism of Catherine II, the origins and development of Russian intelligentsia, and the changing nature of Tsarist autocracy will provide the main topics for the course. Emphasis will be placed on the ideological, political and social factors as they contributed to the changing patterns of 19th century Russia. Alternate years, 1973-74.

THREE HOURS

PETROVICH FIRST SEMESTER

339. HISTORY OF THE BALKAN STATES—The development since 1815 of Albania, Bulgaria, Greece, Rumania, and Yugoslavia will be studied in this course. Against the background of Eastern Europe during the 1940's and 50's, and the background of the "Third World" in the 1960's, there will be analyzed the processes of Balkanization and polycentrism. Alternate years, 1973-74.

THREE HOURS

PETROVICH SECOND SEMESTER

340. EUROPE AND THE WORLD BETWEEN WARS—The social, economic, political, and ideological changes in Europe and the areas affected by European policies during the inter-war period. Alternate years, 1973-74.

THREE HOURS

STAFF FIRST SEMESTER

151

341. EUROPE AND THE WORLD IN THE ATOMIC AGE—The major phases of the Second World War and the political reorganization which followed it. Emphasis will be placed on recent economic, social, and political developments in the major areas of the Western world. Alternate years, 1973-74.

THREE HOURS

STAFF SECOND SEMESTER

342. THE AGE OF THE RENAISSANCE AND REFORMATION—The political, economic, religious, social, intellectual and artistic development of Europe from the 15th century up to the Peace of Westphalia. Alternate years, 1973-74.

THREE HOURS

CLARK FIRST SEMESTER

343. THE AGE OF THE BAROQUE—This course seeks to survey the life and culture of Europe in the 17th century. Topics such as the rise of the modern state, the wars of religion, the rise of capitalism, and the "revolutions" in science and philosophy will receive special attention. Alternate years, 1973-74.

THREE HOURS

CLARK SECOND SEMESTER

History

344. THE AGE OF ENLIGHTENMENT AND REVOLUTION—The course will outline the major social, political, intellectual and economic developments of 18th century Europe. Special emphasis will be placed on the French Revolution and the era of Napoleon. It will conclude with an examination of the Congress of Vienna in 1815. Alternate years, 1972-73.

THREE HOURS

STRAND FIRST SEMESTER

345. EUROPE IN THE 19TH CENTURY—Special emphasis will be placed on the quest for empires, the industrial revolution, the Romantic style, and social upheavals, with France as the particular focus. Alternate years, 1972-73.

THREE HOURS

STAFF SECOND SEMESTER

350. THE COLONIAL EXPERIENCE IN AMERICA—This course seeks to examine the transfer of European civilization to the North American environment, the development of colonial society through the adoption of the Constitution. Alternate years, 1973-74.

THREE HOURS

COHEN FIRST SEMESTER

351. THE FOUNDATIONS OF THE AMERICAN NATION—Beginning with the adoption of the Constitution, this course is a survey of the political, social, constitutional and intellectual developments of the young nation through the Jacksonian Era. Alternate years, 1972-73.

THREE HOURS

COHEN SECOND SEMESTER

352. THE MIDDLE PERIOD OF AMERICAN HISTORY—This course begins with the Jacksonian Era and seeks to survey the development of American society through the Reconstruction Era. Primary emphasis will be placed on the development of the sectional crisis, the solidification of the American business system, reform movements, and efforts to reconstruct the divided nation. Alternate years, offered 1973-74.

THREE HOURS

COHEN SECOND SEMESTER

152 353. THE EMERGENCE OF MODERN AMERICA—A study of American politics, society, economics from 1877 to America's entrance into World War I. Special emphasis will be placed on industrialization, urbanization, the Progressives, America's increased involvement in foreign affairs, and conflicts in ideologies. Alternate years, offered 1972-73.

THREE HOURS

CURRY FIRST SEMESTER

355. AMERICAN FOREIGN AFFAIRS—The development of foreign relationship by the American people. Special emphasis will be placed on the foreign policies in the period when the United States developed into a world power.

THREE HOURS

CURRY FIRST SEMESTER

356. AMERICAN SOCIAL HISTORY—The course seeks to consider the patterns and problems in American society. Among the topics for special consideration will be: immigration, Black history, development of American education system, the role of the family, the rural-urban conflict, the fabric of an urbanized culture. Techniques of the sociologist will be employed. Not offered in 1972-73.

THREE HOURS

STAFF FIRST SEMESTER

357. THE HISTORY OF AMERICAN IDEAS—This course will examine the interplay of ideas and American life from the 17th century to the present. Political, religious, scientific, philosophical and literary thought will be considered.

THREE HOURS

STEWART SECOND SEMESTER

430. STUDIES IN EUROPEAN HISTORY—This course is designed to allow a professor to instruct upperclass students in an area of his special interest and research. Students will engage in extensive reading and research on a specific topic or problem.

THREE HOURS

STAFF BOTH SEMESTERS

450. STUDIES IN AMERICAN HISTORY—This course is designed to allow a professor to instruct upperclass students in an area of his special interest or research. Students will engage in extensive reading and research on a specific topic or problem.

THREE HOURS

STAFF BOTH SEMESTERS

470, 471. STUDIES IN NON-WESTERN HISTORY—These courses are designed primarily to permit students to do extensive guided reading in areas that are not normally covered by formal courses offered in the History Department, such as African, Latin American, Middle Eastern, Far Eastern, and South East Asian history. In each case, the student will be assigned to a member of the Department, who will guide and supervise the reading, determine the specific content of the course, and arrange for all meetings.

THREE HOURS

STAFF BOTH SEMESTERS

490. SEMINAR IN HISTORY—This course is required for all history majors. It is designed to advance their mastery of historical method and the appreciation of the discipline as an achievement of man. Major emphasis will be placed on the development of sound research methods and acquiring familiarity with significant source materials in specific fields. The student will be expected to produce a lengthy research paper of scholarly merit and literary quality.

THREE HOURS

STAFF BOTH SEMESTERS

590. INDEPENDENT STUDIES IN HISTORY—Designed to provide students majoring in history, who plan to enter graduate school, with an opportunity to do advanced work in a field in which they have a special interest. Prerequisite: Formal application and departmental approval of proposed study.

THREE HOURS

STAFF BOTH SEMESTERS

INTERDISCIPLINARY STUDIES

The Department of Interdisciplinary Studies was created by the faculty to provide a structure for interdisciplinary courses clearly related to the liberal intent of the Hope College educational program free from departmental or professional emphasis, to create opportunities for experimentation and innovation in the broad liberal arts context, to provide a structured means for the focusing of the diverse assets of Hope College upon liberal education, common central objectives and critical issues. Additional course offerings in the Department will be made at regular intervals by the Academic Affairs Board. Administratively the department is directly under the Associate Dean for Academic Affairs and has no chairman or faculty specifically assigned to it.

111. FRESHMAN COLLOQUIUM ON THE SCHOLAR IN AMERICA—This course seeks to examine the nature and role of intellectual activity in American Culture. Through lectures, readings, discussion with productive scholars, and through investigation of contemporary journals, the student will confront attitudes past and present about scholarly activity in America. Open to Freshman Presidential Scholars and other Freshman students subject to permission of instructor.

TWO HOURS

STAFF FALL SEMESTER

115. PRINCIPLES OF BIBLIOGRAPHIC RESEARCH—Through the study of major reference sources, this course focuses on the methodology needed to do independent investigation. Bibliographic control in the major liberal arts disciplines will be examined, drawing upon college-wide faculty expertise, with the purpose of formulating concepts for effective retrieval of information within these disciplines. Each student will have an individualized project in the literature control in a field of his own choosing. No prerequisites.

THREE HOURS

LEBBIN FALL SEMESTER

118. STUDIES IN AMERICAN BLACK CULTURE—A study of the historical development of Afro-American music and the other non-verbal arts in the Nineteenth and Twentieth Century. The course will examine the validity of these arts as a means of expression both for the individual and his society, and will examine the cause and effect relationship between them and the social, political, and economic background of the period. The development of the Afro-American arts will be traced from the primitive folk art in American to the sophisticated and complex expressions of the Twentieth Century.

THREE HOURS

RIDER, JACKSON & STAFF SPRING SEMESTER

305. COMMUNITY SEMESTER PROGRAM SEMINAR—This seminar will provide the interdisciplinary core for a community semester program that will combine practical involvement in a community project with informed interpretation of what is experienced in that project. Each year an issue relevant to several disciplines will be chosen to define the subject of study for the seminar. Students interested in working on a project and doing research related to this issue will be invited to submit proposals. A committee will screen the proposals, taking care to include students from several disciplines and to gain assurance that the student can be placed on a project. For the seminar, each student will be expected to produce a document or an other analyzable example of his contribution to the seminar. The form of this may vary with the field of the student, e.g., a written report, a statistical study, a summary of scientific research, or physical models for a design plan. There will be a common core of reading related to the issue chosen as a theme for the year. In addition, background readings will be assigned before each report given by students, so that participants will be able to discuss the reports. By these means, the readings involved in the seminar will confront a student with approaches followed by those in other disciplines. The opportunity to contrast approaches of different disciplines also will come through participation in the seminar by faculty from several disciplines. Resource people from the community will be asked to make presentations in the seminar. Interdisciplinary Studies 306 is a co-requisite.

THREE HOURS

STAFF SECOND SEMESTER

306. COMMUNITY SEMESTER PROGRAM PROJECT—A condition for acceptance into the community semester program will be the possibility of the student being placed in a project related to the work of an agency, organization, or professional in the community. This project should allow the student to have a sense of participation in a decision-making process searching for a solution to a problem. Both the limits and the opportunities of each project should be defined before it is accepted for the program. The supervisor of the project should have the right to expect that the student will make a contribution beneficial to that supervisor's work. This project should not be work so routine that it would not allow the student scope for a creative approach to finding solutions. The supervisor will be asked to guide the student to books, research, and personal contacts that would be helpful to the finding of solutions. The supervisor will be asked to supply several reports about the student's project, and the student will be asked to write several reports about the supervisor's role. The student will have weekly conferences with the Hope College faculty sponsor of his project. The sponsor will be expected to guide the student in finding research in writing that would help him interpret his project, and to evaluate the degree to which the student had taken advantage of these resources. The Hope College coordinator of the Community Semester Program will conduct periodic conferences with the supervisors and the students about the projects. Prerequisites: A student seeking admission to this program should be, when participating in the program, of junior or senior standing with most college core requirements completed, and at least nine hours completed towards a departmental major.

SIX HOURS

STAFF SECOND SEMESTER

Interdisciplinary Studies

311. THE OAK RIDGE SCIENCE SEMESTER—The program is designed to give students an opportunity to spend half-time in scientific research activities and half-time studying under the guidance of GLCA faculty in residence. In addition, students are exposed to the wealth of resources available at the Oak Ridge installation. The ORNL staff supervises individual research projects in areas which match the interest and competence of the student. GLCA faculty arrange seminars and formal courses in their specific areas. Participating students may receive a maximum of 15 hours under Interdisciplinary Studies 311, or may replace a portion of this credit by credit assigned to specific courses in the Departments of Biology, Chemistry and Physics. Approval for Oak Ridge Science Semester in a Department other than that of Interdisciplinary Studies must be obtained in advance by the Chairman of the Department in which this credit is sought.

FIFTEEN HOURS (MAXIMUM)

STAFF FIRST SEMESTER

337. PROBING VALUES—Building on the student's prior understanding of social problems, this course examines the nature of values; some historic and current value definitions; methods of identification, description and analysis; and the resultant implications, as options are confronted and priorities tested, for the individual and for the quality of our national life. Questions of value in the student's world — in education, society, and culture — and in his search for a life style comprise the matrix of the course out of which the individual can begin to shape his own value predicates. Prerequisite: permission of the instructor

FOUR HOURS

STAFF SECOND SEMESTER

401. CHRISTIANITY AND CONTEMPORARY CULTURE—A confrontation of the Christian faith and its implications toward the problems, technological advances and positive opportunities afforded mankind in the achievements of the natural and social sciences and their effects upon our environment.

THREE HOURS

STAFF BOTH SEMESTERS

402. CHRISTIANITY AND CONTEMPORARY LITERATURE—The study of a variety of current literature — novels, plays, etc., from the perspective of Christian evaluation and reflection.

THREE HOURS

STAFF BOTH SEMESTERS

421. SCIENCE AND HUMAN VALUES—A course emphasizing awareness of man's involvement (scientific, social, moral, economic) in nature, and detailing the role science and technology plays in creating problems and effecting solutions. The meaning and ramifications to his total environment of all man's actions will be explored.

THREE HOURS

ERVIN, WILLIAMS & STAFF FALL SEMESTER

IDS 423. SCIENCE AND THE CHRISTIAN FAITH—The conflicts that have arisen between science and the Christian Faith are studied and evaluated from historical, theological, and scientific perspectives. A resolution is proposed which attempts to integrate the discoveries of science with Holy Scripture. Anticipated problems of faith arising from such advances as the synthesis of life, genetic engineering, and increased human lifetime are also confronted.

THREE HOURS

SECOND SEMESTER

The Philadelphia Urban Semester

IDS 351. THE PHILADELPHIA URBAN SEMESTER WORK PROJECT—Students in the program will be assigned to professionals engaged in proving and improving the qualities of urban living. These people—educators, religious leaders, community leaders, urban administrators, scientists—help students work on individual approved urban projects. Maximum credit, 8 semester hours.

IDS 352. THE PHILADELPHIA URBAN SEMESTER CITY SEMINAR—Seminar will deal with problems of the urban community and will be supervised by the semester staff and visiting college and university lecturers. The approach will be to deal with problems of urban sociology, economics, politics and the environment, and will be used to promote knowledge and awareness of the urban community and its problems and to relate directly to the work project undertaken by the individual students in the seminar. Maximum credit, 4 semester hours.

IDS 361. PHILADELPHIA STUDIES IN URBAN ART—A course dealing with the response of the various fine arts including architecture to the urban setting, its needs, its opportunities, the political, social and cultural ramifications. Credit, 4 or 8 semester hours.

IDS 362. PHILADELPHIA STUDIES AND URBAN BEHAVIOR — A course concentrating on the psychological, sociological and political areas of the urban community with examples and study projects drawn from resources of the city. Credit, 4 or 8 semester hours.

IDS 363. PHILADELPHIA STUDIES IN URBAN ECOLOGY—A study of the ecological problems of the urban community with emphasis on pollution studies and accompanying scientific research, for outcome of problems of population of intergroup dynamics and the social community of the city. Credit, 4 or 8 semester hours.

157

IDS 364. PHILADELPHIA STUDIES IN THE COMMUNICATION PROCESS — A study of the use and impact of the various mass communication media upon attitude and action of the urban community in response to political, social and psychological needs and responses. Credit, 4 or 8 semester hours.

IDS 365. STUDIES IN URBAN EDUCATION—This course seeks to introduce students to a variety of topics and skills related to the understanding of theories, problems, and skills essential for the education of elementary and secondary students in a urban environment. Credit, 4 semester hours.

None of the above courses are intended to replace either core or departmental requirements, but are accepted as *elective course credits*.

Interdisciplinary Studies

Education 481U. STUDENT TEACHING IN THE URBAN ELEMENTARY SCHOOL — Student teaching supervised by faculty members of the urban semester, is done in cooperation with the public schools of the City of Philadelphia. Students must apply for student teaching during the second semester of their junior year. Credit, 8 semester hours.

Education 483U. STUDENT TEACHING IN THE URBAN SECONDARY SCHOOL — Student teaching, supervised by the faculty members of the Philadelphia Urban Semester, is done in cooperation with the school systems of Philadelphia. Students must apply for student teaching during the second semester of their junior year. Credit, 8 semester hours.

MATHEMATICS

MR. TANIS, CHAIRMAN; MR. DERSHEM, MR. FOLKERT, MR. SHERBURNE, MR. SOMMERS, MR. STEKETEE, MR. VANDERVELDE, *MR. VAN IWAARDEN, **MR. WHITTLE.

All courses except Mathematics 100 and Mathematics 105 require a minimum of one year of high school algebra and one year of high school geometry. Any course may be counted toward the three semester-hour graduation requirement in mathematics.

MAJOR: A major in mathematics consists of a minimum of 30 hours in the department including at least four courses from the following: 240, 270, 331, 332, 334, 341, 342, 351, 361, 362, 372, 431, 432. Courses 100, 127, 210, and 215 may not be counted toward a major. It is suggested that prospective secondary teachers include 180, 240, 341, 351, 361, and 362 in their programs. Students interested in computer science should include 180, 282, and 372 in their mathematics major. All majors should consult a departmental advisor. Physics 121, 122, 223, are recommended.

100. THE NATURE OF MATHEMATICS—A study of mathematics for the liberal arts student. The role of mathematics is illustrated by topics selected from such areas as set theory, probability and statistics, geometry, algebra, calculus, and computers. Not open to students who have completed a course in mathematics with a higher number.

THREE HOURS

SHERBURNE

105. INTRODUCTION TO NUMBER SYSTEMS—Elements of set theory, 159
decimals and real numbers. For prospective elementary teachers only.

THREE HOURS

SHERBURNE, SOMMERS FIRST SEMESTER

106. FUNDAMENTALS OF ALGEBRA—Properties of real numbers, linear equations and inequalities, quadratic equations and inequalities, systems of equations, modular arithmetic, complex numbers, algebraic structures, functions. Prerequisite: Mathematics 105 or equivalent. For prospective elementary teachers only.

THREE HOURS

SHERBURNE, SOMMERS SECOND SEMESTER

108. BASIC GEOMETRY—Informal geometry, points, lines, planes, congruence of geometric figures, similarity, area and volume measurement, geometry of circles and spheres. Prerequisite: high school geometry. For prospective elementary teachers only.

THREE HOURS

STEKETEE SECOND SEMESTER

*On Leave Second Semester 1972-73.

**On Leave 1972-73.

Mathematics

121. SURVEY OF CALCULUS—A study of basic calculus as applied to algebraic, trigonometric, exponential and logarithmic functions. Both differentiation and integration are included. This is a terminal course. Prerequisite: 2nd year algebra and plane trigonometry in high school.

THREE HOURS

SHERBURNE, WHITTLE

127. ENGINEERING DRAWING—Freehand sketching in perspective, orthographic projection and other useful forms of representation. Intended for pre-engineering students. Not to be counted for a mathematics major.

TWO HOURS

STEKETEE FIRST SEMESTER

128. DESCRIPTIVE GEOMETRY—Applications of geometry and orthographic projection as a means of describing and measuring objects in space. Applications to engineering problems of design and structure are included. Prerequisite: Math 127, or a year of high school drawing. Alternate years 1973-74.

THREE HOURS

STEKETEE SECOND SEMESTER

130. PRECALCULUS MATHEMATICS—A study of functions including algebraic, exponential, logarithmic, and trigonometric functions and their inverses. Analytical geometry of the straight line, conics, and curve tracing. Binomial Theorem. Solution of inequalities. Prerequisites: 2nd year algebra and plane geometry in high school. Not open to students who have completed Math 121.

FOUR HOURS

SOMMERS, STEKETEE

131. CALCULUS I—Functions, limits, continuity. Differentiation and integration of algebraic functions with applications. For mathematics majors or minors. One hour of credit granted to students who have completed Mathematics 121. Prerequisite: Mathematics 130 or equivalent.

FOUR HOURS

VAN IWAARDEN

160

132. CALCULUS II—Differentiation and integration of trigonometric, logarithmic and exponential functions. Techniques of integration. Geometrical and physical applications of integration. Improper integrals. Polar coordinates. Prerequisite: Mathematics 131.

FOUR HOURS

FOLKERT, TANIS

133. CALCULUS I—Functions, limits, continuity. Differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions. Some applications. For science majors. One hour of credit granted to students who have completed Mathematics 121. Prerequisite: Mathematics 130 or equivalent.

FOUR HOURS

STEKETEE, VANDERVELDE

134. CALCULUS II—Techniques of integration. Applications of integration. Improper integrals. Functions of several variables. Partial derivatives. Multiple integrals. Polar, cylindrical and spherical coordinates. Prerequisite: Mathematics 133.

FOUR HOURS

STEKETEE, VANDERVELDE

180. INTRODUCTION TO DIGITAL COMPUTERS—Problems, algorithms, and flowcharts. Basic FORTRAN programming. Errors, approximations, and data structures. Survey of computers, languages, and applications. Lecture, two hours per week. Laboratory, two hours per week.

THREE HOURS

DERSHEM, WHITTLE

210. INTRODUCTORY STATISTICS—A general introduction to the area of statistics for students majoring in other departments. Includes study of the binomial and normal distributions with applications of estimation and testing of hypotheses, non-parametric methods, regression and correlation.

THREE HOURS

FOLKERT, SOMMERS, TANIS

215. APPLIED STATISTICS AND COMPUTER PROGRAMMING I—An introduction to statistics and computers as they are applicable to the social sciences. Elements of FORTRAN programming. Descriptive statistics, sampling, estimation and testing of hypotheses. Experience will be given in programming statistical techniques for the digital computer. Not open to students who have completed Mathematics 180 or 210.

THREE HOURS

DERSHEM FIRST SEMESTER

216. APPLIED STATISTICS AND COMPUTER PROGRAMMING II—Continuation of Mathematics 215. Non-parametric methods, regression, correlation and analysis of variance. Experimental design and other topics in statistics and computer science useful to social sciences.

THREE HOURS

DERSHEM SECOND SEMESTER

231. CALCULUS III—A study of vectors in three dimensions. Functions of several variables. Partial derivatives. Multiple integrals. Not open to students who have completed Mathematics 134. Prerequisite: Mathematics 132.

TWO HOURS

FOLKERT, VANDERVELDE

233. INFINITE SERIES—A study of infinite series, power series, Taylor series and operations with series. Prerequisite: Mathematics 132 or 134.

ONE HOUR

FOLKERT, STEKETEE

240. LINEAR ALGEBRA—Set theory, matrices and linear systems, vector spaces, determinants, linear transformations. Prerequisite: Mathematics 132 or 134.

THREE HOURS

DERSHEM, VANDERVELDE

270. DIFFERENTIAL EQUATIONS—First order and higher order ordinary differential equations with applications, series solutions, special techniques. Prerequisites: Mathematics 134 or 231.

THREE HOURS

SHERBURNE, VAN IWAARDEN

282. COMPUTER AND PROGRAM ORGANIZATION—Internal structure and organization of computer. Machine language. Basic programming techniques. Assembly language programming. Subroutines, linkages, indexing and indirect addressing. Input-Output techniques. Prerequisite: Mathematics 180 or 216. Alternate years, 1973-74.

THREE HOURS

DERSHEM SECOND SEMESTER

Mathematics

321. HISTORY OF MATHEMATICS—This course is designed to give mathematics students in secondary education an opportunity to become acquainted with the various periods of mathematical development. Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolvement of analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving during various periods of time.

ONE HOUR

STEKETEE FIRST SEMESTER

323. TEACHING OF MATHEMATICS IN THE HIGH SCHOOL—Methods of teaching mathematics with emphasis on new approaches, curriculum changes, and trends in modern mathematics. Same as Education 323.

TWO HOURS

STEKETEE FIRST SEMESTER

331. ADVANCED CALCULUS I—The real number system, functions, sequences, limits, continuity, uniform continuity, foundations of differentiation and Riemann integration, L'Hospital's rule, introduction to vector calculus. Prerequisite: Mathematics 134 or 233 or permission of Department Chairman.

THREE HOURS

DERSHEM, FOLKERT FIRST SEMESTER

332. ADVANCED CALCULUS II—Functions of several variables, partial derivatives, multiple integrals, line and surface integrals, transformations, series, improper integrals. Prerequisites: Mathematics 240 and 331 or permission of Department Chairman.

THREE HOURS

DERSHEM, FOLKERT SECOND SEMESTER

334. COMPLEX ANALYSIS—Algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: Mathematics 331 or consent of Department Chairman. Alternate years, 1973-74.

THREE HOURS

VAN IWAARDEN SECOND SEMESTER

341. ALGEBRAIC STRUCTURES I—An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: Mathematics 240 or equivalent.

THREE HOURS

SOMMERS, VANDERVELDE FIRST SEMESTER

342. ALGEBRAIC STRUCTURES II—A continuation of Mathematics 341 including a study of topics in fields, Galois theory, advanced linear algebra, modules. Prerequisite: Mathematics 341. Alternate years, 1972-73.

THREE HOURS

SOMMERS, VANDERVELDE SECOND SEMESTER

351. COLLEGE GEOMETRY—A modern approach to geometry for students with some background in calculus and an interest in secondary teaching. Attention is given to the role of axioms in elementary geometry and in the development of other geometries. Prerequisite: Mathematics 131 or 133.

THREE HOURS

SOMMERS, STEKETEE FIRST SEMESTER

Mathematics

361. MATHEMATICAL PROBABILITY AND STATISTICS I—Concepts of probability, probability as relative frequency, random variables, probability density functions, cumulative distribution functions, mathematical expectation, mean, variance, goodness of fit tests. Lecture, three hours per week. Laboratory, two hours per week. Prerequisites: Mathematics 180, 233, and either 134 or 231.

FOUR HOURS

TANIS FIRST SEMESTER

362. MATHEMATICAL PROBABILITY AND STATISTICS II—Continuation of Mathematics 361 emphasizing statistics. Estimation testing of statistical hypotheses, regression and correlation, analysis of variance. Lecture, three hours per week. Laboratory two hours per week. Prerequisite: Mathematics 361.

FOUR HOURS

TANIS SECOND SEMESTER

372. NUMERICAL ANALYSIS—An introduction to the numerical solution of mathematical problems on digital computers. Solution of equations, linear systems, integration problems, and ordinary differential equations will be examined with special emphasis on error control and selection of method. Assignments will include applications in physics, chemistry, mathematics and statistics. Prerequisites: Mathematics 180. Alternate years, 1972-73.

THREE HOURS

DELSHEM SECOND SEMESTER

431. TOPOLOGY AND REAL ANALYSIS I—Metric spaces, topological spaces, compactness, connectedness, and other topological ideas from an analysis viewpoint. Prerequisite: Mathematics 332.

THREE HOURS

VANDERVELDE, VAN IWAARDEN FIRST SEMESTER

432. TOPOLOGY AND REAL ANALYSIS II—Riemann-Stieltjes integrals, complete metric spaces, measure theory, Lebesgue integration, L^p space, Hilbert spaces. Prerequisite: Mathematics 431. Alternate years, 1973-74.

THREE HOURS

VANDERVELDE, VAN IWAARDEN SECOND SEMESTER

490. ADVANCED STUDIES IN MATHEMATICS—Offered as needed to cover topics not usually included in the other mathematics courses. A student may enroll for either or both semesters. Prerequisite: Permission of Chairman of Department.

TWO or THREE HOURS

STAFF

495. INDEPENDENT STUDY AND RESEARCH—Course provides opportunity for a junior or senior mathematics major to engage in an independent study project or a research project in an area of mathematics in which the student has special interest. Prerequisite: permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF

590. HONORS PROJECT—A project carried out under departmental supervision in accordance with the General Academic Regulations described on page 80.

THREE HOURS

STAFF SECOND SEMESTER

Mathematics

730. TOPICS IN REAL ANALYSIS—A seven-week program for high school teachers of advanced placement calculus with emphasis on background in analysis for such teachers. Admission by permission of the Director of the Program.

SEVEN HOURS GRADUATE CREDIT

FOLKERT, VANDERVELDE SUMMER

MUSIC

MR. RITSEMA, CHAIRMAN; MR. ASCHBRENNER, MR. CAVANAUGH, MR. CECIL, MISS CONWAY, *MR. DAVIS, MISS HOLLEMAN, MR. KOOIKER, MR. LEHMAN, MISS MORRISON, MR. RIDER, **MR. RIETBERG, MR. RYKER, *Assisting Faculty*: MRS. DAUSER, MR. JACKSON, MR. LANGEJANS, MRS. WARNAAR, MR. GRISCHKE.

The Music Department of Hope College has two aims — to supply the liberal arts students with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his musical knowledge by enrolling in the Introduction to Music course, in any of the Applied Music courses, or by means of membership in any of the music ensembles. A student in the second group, if he desires to teach music, can elect either the Bachelor of Music in Instrumental Music Education or the Bachelor of Music in Vocal Music Education degrees (permitting him to teach music from Kindergarten through the Twelfth Grade); if he desires to be a performing artist, he should select the Bachelor of Music in Performance program; if he wishes to major in music under the Bachelor of Arts degree he may do so in either Music Literature and History or Theory. All of the above programs are designed as basic toward continued study in graduate schools of music.

MAJOR: A student who wishes to major in music, under either the Bachelor of Music or the Bachelor of Arts degree programs, must start work in the department in his Freshman year, following the suggested schedule closely. If possible, he should indicate his preference in his application for admission to Hope College and should, with all other freshmen intending to major in music, meet with the department chairman *before* actual registration in the Fall. Time and place of this meeting, will be announced in Freshman orientation notices. In the second semester of the freshman year a student will fill out an intent to major form, be evaluated by the department, and counseled appropriately. Formal application for majoring takes place at the close of the sophomore year.

MINOR: The Music Minor requirements for elementary teacher certification are 20 hours of music, as follows:

Music 111, 112	6 hours
Music 101	3 hours
Music 300	2 hours
Ensemble	2 or 3 hours
Applied Music	6 or 7 hours
1st year Piano Proficiency	
TOTAL:	20 hours

*On Leave 1st Semester

**On Leave 2nd Semester

Music

The Music Minor requirements for secondary teacher certification are 20 hours of music, as follows:

Music 111, 112	6 hours
Music 101	3 hours
Music 370 or 375	3 hours
Ensemble	2 hours
Applied Music	6 hours
1st year Piano Proficiency	
TOTAL:	<hr/> 20 hours

BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

Liberal Arts: Introduction to Liberal Studies (7), World Literature (6), Psychology 15 (3), Social Sciences (3), History (3), Foreign Language (8), Religion (6), Mathematics (3), Science (4), Senior Seminar (3), Physical Education (2).	Total: 48 hours
Basic Musicianship: Music 101, 111, 112, 211, 212, 311, 323, 325.	Total: 28 hours
Performance: Applied Major area (16), Piano (8), Music 344 (3), Ensembles (4), Music Electives (2).	Total: 33 hours
Professional Education: Education 220 (3), 360 (3), 460 (2), 480 (8), Music Education 300 (2), 375 (3), 491 (2).	Total: 23 hours
Grand Total 132 hours	

BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

Liberal Arts: Same as program above.	Total: 48 hours
Basic Musicianship: Music Literature (9), Music 111, 112, 211, 212, 311, 342.	Total: 28 hours
Performance: Applied Major area (16), Piano (4), Music 333, 334, 335, 330, 341, Ensembles (4).	Total: 35 hours
Professional Education: Education 220 (3), 360 (3), 460 (2), 480 (8), Music Education 300 (2), 491 (2), 370 (3).	Total: 23 hours
Grand Total 134 hours	

Every student whose major applied instrument is brass, wind or percussion is required to be a member of the band for a minimum period of three years.

Music

Every student whose major applied instrument is strings is required to be a member of the orchestra for a minimum of three years.

BACHELOR OF MUSIC IN PERFORMANCE

Liberal Arts: Introduction to Liberal Studies (7), World Literature (6), History (3), Social Sciences (6), Science (4), Mathematics (3), Foreign Language (8), Religion (6), Senior Seminar (3), Physical Education (2). Total: 48 hours

Basic Musicianship: Music Literature (12), 111, 112, 211, 212, 311, 312, 315, 491, (In addition, organ majors must take Music 328 and 350, for four additional hours). Total: 34 hours

Performance: Applied Major area (24), Applied Minor area (8), (Organ majors take 4), Music 341, 344, Major Applied Methods course, Ensemble (2), Electives (5). Total: 47 hours

Grand Total 129 hours

BACHELOR OF ARTS WITH A MAJOR IN MUSIC LITERATURE AND HISTORY

Liberal Arts: 75 hours

Theoretical Subjects: Music 101, 111, 112, 211, 212, 321, 323, 325, 311, 312, 315, 328, 341, 344, 491. Total: 42 hours 167

Applied Subjects: Piano — 8 hours
Music Electives and Ensembles — 5 hours Total: 13 hours

Grand Total 130 hours

BACHELOR OF ARTS WITH A MAJOR IN MUSIC THEORY

Liberal Arts: 75 hours

Theoretical Subjects: Music 101, 111, 112, 211, 212, 311, 312, 315, 321, 323, 325, 341, 342, 491. Total: 40 hours

Applied Subjects: Piano — 8 hours
Music Electives and Ensembles — 7 hours Total: 15 hours

Grand Total 130 hours

Music

101. INTRODUCTION TO MUSIC—Development of skills in listening intelligently to music, with emphasis upon the development of music as an art.

THREE HOURS

STAFF BOTH SEMESTERS

THEORETICAL COURSES:

111. THEORY I—For music majors and minors with emphasis on the fundamentals of music. The study of triads, intervals, key scales; cadences, sight singing, melodic and harmonic dictation, and keyboard harmony. Students deficient in keyboard must take piano concurrently with this course.

THREE HOURS

CECIL, RIETBERG FIRST SEMESTER

112. THEORY I—Continuation of course 111. Introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued.

THREE HOURS

CECIL, RIETBERG SECOND SEMESTER

211. THEORY II—Prerequisite: 111 and 112, first-year piano proficiency. A continuation of Theory I, including keyboard harmony, dictation, and sight-singing. The study of harmony will proceed from figured and unfigured bass and soprano harmonization and include techniques of 19th century composition. Course meets daily.

FOUR HOURS

ASCHBRENNER FIRST SEMESTER

212. THEORY II—Continuation of course 211.

FOUR HOURS

ASCHBRENNER SECOND SEMESTER

300. ELEMENTARY MUSIC METHODS—A practical presentation of how to teach music to school children, using simple instruments, functional piano-playing, demonstration of methods and materials. Designed for the classroom teacher. Juniors and Seniors. Class piano or note-reading ability strongly recommended prerequisite. Same as Education 300.

TWO HOURS

HOLLEMAN

311. FORM AND ANALYSIS—A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Prerequisite: Theory I and Theory II. Alternate years, 1972-73.

TWO HOURS

CAVANAUGH FIRST SEMESTER

312. FORM AND ANALYSIS—Continuation of course 311. Alternate years, 1972-73.

TWO HOURS

CAVANAUGH SECOND SEMESTER

315. COUNTERPOINT—A practice of the techniques used in eighteenth-century composition and a study of the style and literature of the period.

TWO HOURS

DAVIS SECOND SEMESTER

321. MUSIC LITERATURE OF THE CLASSIC AND ROMANTIC PERIODS—Includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beethoven, and Schubert. Prerequisite: Music 101 or consent of instructor. Alternate years, 1972-73.

THREE HOURS

KOOIKER SECOND SEMESTER

323. WAGNER AND THE TWENTIETH CENTURY—The styles and development in music in musical literature of the past sixty years. Contemporary trends and the other art forms will be included, and various individual composers will be studied, as well as the larger schools of musical thought. Prerequisite: Music 101 or consent of instructor. Alternate years, 1972-73.

THREE HOURS

RYKER FIRST SEMESTER

325. MUSIC LITERATURE BEFORE 1750—The music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of illustrative materials and recordings. Prerequisite: Music 101 or consent of instructor. Alternate years, 1973-74.

THREE HOURS

CAVANAUGH SECOND SEMESTER

327. ORGAN LITERATURE—A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works. Alternate years, 1973-74.

TWO HOURS

DAVIS FIRST SEMESTER

328. MUSIC OF THE CHURCH—Includes a survey of the music of the church: A study of hymnology, liturgy, the nature of Christian worship, and the function of music in the service of worship.

THREE HOURS

RIETBERG FIRST SEMESTER

330. PIANO METHODS—Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than majors may register upon consent of the piano staff.

TWO HOURS

CONWAY FIRST SEMESTER

333. STRING APPLIED METHODS—A required course for instrumental music education majors. Alternate years, 1973-74.

TWO HOURS

RITSEMA FIRST SEMESTER

334. STRING APPLIED METHODS—Continuation of Course 333. Alternate years, 1973-74.

TWO HOURS

STAFF SECOND SEMESTER

335. BRASS AND PERCUSSION METHODS—A required course for instrumental music education majors. Alternate years, 1972-73.

TWO HOURS

STAFF FIRST SEMESTER

336. WOODWIND METHODS—A required course for instrumental music education majors. Alternate years, 1972-73.

TWO HOURS

STAFF SECOND SEMESTER

Music

337. VOCAL METHODS—A required course for Vocal Performance degree majors and strongly recommended for vocal music education majors. Alternate years, 1972-73.

TWO HOURS

MORRISON SECOND SEMESTER

341. ORCHESTRATION AND CONDUCTING—Orchestral and band scoring with emphasis on the technique of the baton and the rehearsal problems of instrumental groups. Includes work with brass and woodwind ensembles, progressing to the scoring of music for symphonic band. Prerequisite: Music 212. Alternate years, 1972-73.

THREE HOURS

RITSEMA FIRST SEMESTER

342. ORCHESTRATION AND CONDUCTING—Continuation of course 341. Includes string ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra. Alternate years, 1972-73.

THREE HOURS

RITSEMA SECOND SEMESTER

344. CHORAL CONDUCTING—A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1973-74.

THREE HOURS

CAVANAUGH FIRST SEMESTER

350. SERVICE PLAYING—Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: 1 1/2 years of organ. Recommended for organ majors. Alternate years, 1972-73.

TWO HOURS

RIETBERG SECOND SEMESTER

370. SECONDARY INSTRUMENTAL METHODS AND ADMINISTRATION—The problems peculiar to the teaching of instrumental music in both class and private instruction. Sections devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years, 1973-74.

THREE HOURS

RITSEMA FIRST SEMESTER

375. SECONDARY CHORAL METHODS—The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1972-73. Same as Education 375.

THREE HOURS

HOLLEMAN SECOND SEMESTER

491. SENIOR PRO-SEMINAR IN MUSIC—A required senior music course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials. Includes an oral comprehensive examination, as well as independent study.

TWO HOURS

KOOIKER FIRST SEMESTER

590. INDEPENDENT STUDY—This course is designed to give students majoring in music an opportunity to do research in a field of Music History or Theory in which they have a particular interest. The student will submit a formal application which must be approved by the faculty member who will act as his advisor and tutor, by the music faculty as a whole, and by the Dean for Academic Affairs.

TWO HOURS

STAFF BOTH SEMESTERS

APPLIED MUSIC COURSES

All courses in Applied Music are open to students of varying degree of preparation, from beginners to advanced students. All music majors except First semester Freshmen are required to pass an examination each semester under the jury system. For Applied Music fees, see index.

In partial fulfillment of music major requirements, seniors majoring in applied music will give a full length evening recital and seniors majoring in music education will share in a joint evening recital. Exceptions to recital requirements will be granted only by a decision of the music department faculty.

All private lessons are of 30 or 45 minutes duration. Lessons in Applied Music will not be made up unless the student notifies the instructor a reasonable time in advance of his absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one hour per day for each weekly voice lesson and at least two hours per day for each weekly piano, organ, or instrumental lesson. Qualified students studying piano privately are required to accompany for a minimum of one lesson per week during course of study. Performance majors must take applied music for three hours credit; all other music majors, with the recommendation of their sub-area faculty and concurrence of the department, may take for three hours credit; non-majors may take for two hours credit only.

171

APPLIED MUSIC — PRIVATE STUDY

Applied lessons are either one-half hour lesson per week, receiving two hours credit per semester, or one forty-five minute lesson per week, receiving three hours credit per semester.

PRIVATE INSTRUCTION

172. ORGAN—Davis, Rietberg

174. PIANO—Aschbrenner, Holleman, Kooiker, Conway

180. VOICE—Cavanaugh, Morrison, Lehman

161-171, 173, 175-179. INSTRUMENTS—Cecil, Ritsema, Ryker

TWO or THREE HOURS

Music

CLASS INSTRUCTION

Voice Class—Music 180.

Open to all students, with a limitation of four hours total credit.

TWO HOURS

LEHMAN, MORRISON BOTH SEMESTERS

Piano Class—Music 174.

Open to all students who are beginning piano study, with the exception of piano majors to whom it is closed entirely. Limited to four hours total credit.

TWO HOURS

CONWAY

110. CHAPEL CHOIR—Membership of approximately 70 voices determined each Spring by auditions from members of the College Chorus.

ONE HOUR

CAVANAUGH

120. COLLEGE CHORUS—Membership open to all interested students.

ONE-HALF HOUR

DAVIS

130. ORCHESTRA—Membership determined by tryouts at the beginning of the Fall term.

ONE HOUR

RITSEMA

140. BAND—Membership determined by tryouts at the beginning of the Fall term.

ONE HOUR

CECIL

150. COLLEGIUM MUSICUM—Study and performance of instrumental and vocal music of the Medieval, Renaissance, and Baroque eras. Membership determined by tryouts at the beginning of the first semester.

ONE-HALF HOUR

RYKER, STAFF

160. SYMPHONETTE—Membership determined by tryouts at the beginning of the Fall term.

ONE-HALF HOUR

RYKER

170. INSTRUMENTAL ENSEMBLE—Designed to acquaint the student with small ensemble literature and give him the opportunity to play as much of it as possible. Prerequisite: Permission of instructor.

ONE-HALF HOUR

RITSEMA, CECIL, RYKER BOTH SEMESTERS

PHILOSOPHY

MR. DYKSTRA, CHAIRMAN; MR. JENTZ, MR. ELDER, MR. HILLEGONDS.

Philosophy is both a subject matter and a mode of critical reflection whose field of inquiry is as broad as human experience itself. For this department, philosophy is always an act of inquiry. In the context of a liberal arts education, philosophy can and must serve equally three classes of students:

1. Those interested in the wide range of inquiries that characterizes Liberal Arts education. Philosophy seeks to involve these students in fundamental questions which are unique to any one of the identifiable disciplines or common to several or all of them; to develop competence in critical thought; and to open up possibilities for relating the broad areas of human experience and learning to each other.
2. Those whose main educational interest is in specialized areas. For these philosophy is chiefly the critical analysis of the fundamental concepts employed in the various specialized disciplines (e.g. art, science, religion); an examination of the kinds of validity achieved in each; and a major means by which a student can achieve such a self-awareness in his discipline that his ventures in the discipline may become explicitly purposive and so promise to be also highly creative.
3. Those who expect to major in philosophy. For these the department provides opportunity to become familiar with the history of philosophical thought and with the major special fields of philosophical inquiry; or in other words, to come as close as possible to stepping into the stream of philosophy at the point of development it has now reached, and to become realistically involved in this contemporary stream — in part by discovering by what rationale it has arrived where it now is, and in part by locating the hitherto unresolved issues in philosophy.

MAJOR REQUIREMENTS:

A student may obtain a major in Philosophy in any one of six ways. Any one of the six will qualify him for graduate study in Philosophy. Our program also permits the major student a wider range of choice for post-baccalaureate study—in preparation for law, teaching, business, theology, etc., as well as for advanced study in some other graduate disciplines besides philosophy.

Our program takes into account the fact that a person with major interests in (say) Philosophy of Science will desire to have experience and a degree of competence in science, and that it is good sense to recognize this aim in the granting of credit for such cognate study toward a philosophy major. The same applies to students interested in aesthetics, social sciences, history and religion.

Philosophy

All philosophy majors must take the following: one course in logic, one course in basic philosophic skills (major philosophic problems and arguments), a three course sequence in the History of Philosophy, two seminars or one seminar and a senior-honors independent study project.

Any courses from other disciplines which are to be offered as partial fulfillment of the requirements of any of the philosophy major programs must be explicitly approved by the Philosophy Department.

1. Philosophy as a Liberal Arts Major

- a. The five basic courses:
Philosophy 201—Introductory Logic
Philosophy 115—Fundamentals of Philosophy
Philosophy 210—Ancient and Medieval Philosophy
Philosophy 212—Early Modern Philosophy
Philosophy 310—Twentieth Century Philosophy
- b. At least two Seminars (490) *or* one Seminar and Philosophy 590 (Senior Honors—Independent Study).
- c. At least six additional hours in the department.

Total: 29 hours

2. Philosophy of Art

- a. The five basic courses
- b. Philosophy 373—Aesthetics
- c. Cores of courses as follows:
From *either* the departments
of Art, Music, or Theatre, 12 hours, no more than three of which
may include "performance" courses; *or*
From the English Department
12 hours of upper level courses; *or*
From a foreign language
9 hours of upper level courses.
- d. Philosophy 590 *or* one Seminar (490)

Total: 32-35 hours

3. Philosophy of Science

- a. The five basic courses
- b. Philosophy 360: Philosophy of Science
- c. A sequence of at least 12 hours in either: Biology, Physics, Chemistry, Geology, or Mathematics
- d. Philosophy 590 *or* one Seminar (490)

Total: 35 hours

4. Philosophy of the Social Sciences

- a. The five basic courses
- b. Philosophy 360: Philosophy of Science
- c. Philosophy 341: History of Political and Social Theory.
- d. From *either* of the departments of Economics, Political Science, Psychology, or Sociology, 9 hours of upper level courses.
- e. Philosophy 590 *or* one Seminar (490)

Total: 35 hours

5. Philosophy of History

- a. The five basic courses
- b. Philosophy 362: Philosophy of History
- c. Four courses in History
- d. Philosophy 590 *or* one Seminar (490)

Total: 35 hours

6. Philosophy of Religion

- a. The five basic courses
- b. Philosophy 331: Philosophy of Religion
- c. Department of Religion
At least 12 hours beyond the Basic Studies in Religion
- d. Philosophy 590 *or* one Seminar (490)

Total: 35 hours

175

Variations from any of these programs may be sought by formal application to the department.

113. INTRODUCTION TO LIBERAL STUDIES—Required of all freshman students. A course built around the notion of "prior questions", i.e., the notion that by the time formally disciplined study of any one of the major facets of the human enterprise begins, some major questions have been explicitly or implicitly faced and some major commitments made. The course takes its cues chiefly from contemporary thought in ethics, philosophy of religion, philosophy of science, etc.

DYKSTRA BOTH SEMESTERS

Philosophy

115. FUNDAMENTALS OF PHILOSOPHY—An introduction to argumentation and analysis in application to issues in theory of knowledge, ethics, and political philosophy. Open to all students.

THREE HOURS

JENTZ BOTH SEMESTERS

201. INTRODUCTORY LOGIC—Articulation of the various classic structures of the human reasoning processes: the elementary forms of deductive and inductive reasoning. Development of skills in the use of the various methods. Open to all students.

THREE HOURS

DYKSTRA SECOND SEMESTER

210. ANCIENT & MEDIEVAL PHILOSOPHY—Greek philosophy from its beginnings through Socrates, Plato, Aristotle, and the later moralists. The encounter between Hellenistic philosophies and Early Christian thought.

FOUR HOURS

JENTZ FIRST SEMESTER

212. EARLY MODERN PHILOSOPHY—From Descartes through German Idealism, with major emphasis on the epistemological and metaphysical issues. The main developments in 19th century social philosophy. Philosophy's confrontation with the developing scientific method.

FOUR HOURS

DYKSTRA SECOND SEMESTER

240. PHILOSOPHIES OF MAN—A symposium type of study of the various concepts of man that have been proposed as seriously intended images of the nature of man, and inquiry as to whether modern culture is or is not downgrading man's image, and whether more carefully critical concepts of man may contribute to revitalization of modern culture.

THREE HOURS

HILLEGONDS BOTH SEMESTERS

310. TWENTIETH CENTURY PHILOSOPHY—The major tendencies in 20th century philosophy: pragmatism, realism, analytical philosophy, existentialism, and phenomenology.

THREE HOURS

DYKSTRA FIRST SEMESTER

320. ORIENTAL PHILOSOPHIES—An introduction to the major philosophic traditions of India and China, together with comparisons with and possible implications for philosophizing in the West. Alternate years, 1972-73.

THREE HOURS

JENTZ SECOND SEMESTER

331. PHILOSOPHY OF RELIGION—Inquiry into the nature and functions of religion in various cultures; the logic of religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Prerequisite: Junior standing. Same as Religion 331.

THREE HOURS

JENTZ FIRST SEMESTER

340. HISTORY OF ETHICAL THEORY—Survey of the important types of ethical emphasis, with a critical analysis aimed at discovering whether and what kind of progress there may have been, what key options remain open in ethical philosophy, and what we can do with them. Alternate years, 1973-74.

THREE HOURS

JENTZ SECOND SEMESTER

341. HISTORY OF POLITICAL AND SOCIAL THEORY—The objective of the course is two-fold: (1) to consider some of the basic problems of political philosophy, and (2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. Same as Political Science 341.

FOUR HOURS

ELDER FIRST SEMESTER

342. ETHICS—An attempt to clarify the nature of ethical thinking, by identification of concrete ethical issues in ordinary experience, examination of the criteria for determining that an issue is a moral one, the developments of procedures for resolving such issues, and, in this context, reflections on the nature of ethical theory. Alternate years, 1972-73.

THREE HOURS

JENTZ SECOND SEMESTER

360. PHILOSOPHY OF SCIENCE—A clarification and critical examination of the fundamental concepts and methods in science, including an identification of the assumptions of the natural and social sciences, with specific attention given to their justification. Alternate years, 1972-73.

THREE HOURS

DYKSTRA FIRST SEMESTER

362. PHILOSOPHY OF HISTORY—An examination of the relationship between speculative philosophy of history and analytical philosophy of history. Alternate years, 1973-74.

THREE HOURS

DYKSTRA SECOND SEMESTER

373. AESTHETICS—An attempt to discern the nature of art, the factors characterizing works of art, the features that distinguish our experience of works of art from other kinds of experience, the meaning of beauty, the place of art in civilization, and the nature of aesthetic theory. Alternate years, 1972-73.

THREE HOURS

DYKSTRA SECOND SEMESTER

400. MAJOR PHILOSOPHICAL WORKS—Critical reading and analysis of several major works in philosophy, with a view toward understanding the historical milieu out of which they arose and their enduring significance for the present. Prerequisite: Philosophy 115. Alternate years, 1973-74.

THREE HOURS

JENTZ SECOND SEMESTER

490. SEMINARS—One seminar per semester may be taken during each semester, both of the Junior and Senior years. Extensive readings in selected works and writing of short papers. Seminar topics vary from semester to semester.

THREE HOURS

STAFF BOTH SEMESTERS

590. INDEPENDENT STUDY—A senior Honors Project, by permission of the department. See description under Academic Regulations.

THREE HOURS

STAFF FIRST SEMESTER

PHYSICAL EDUCATION

MR. VANDERBILT, CHAIRMAN; MR. BREWER, MR. BROWN, MR. DEVETTE, MR. GREEN, MR. KRAFT, MISS PARKER, MR. SMITH, *Assisting Faculty*: MRS. DeBRUYN.

REQUIRED PHYSICAL EDUCATION: All students are required to take two semester courses in Physical Education activities. These courses are to be taken during the freshman year.

MAJOR: A major in physical education consists of a minimum of twenty-seven hours within the department. Physical education courses 101-139 do not meet this requirement. All students planning to major in physical education are required to take Biology 102, Mathematics 210, Psychology 100, and either Physics 111 or Chemistry 101. A major must also complete the following physical education courses: 201, 205 (W), 211, 221, 231, 301, 340 (M) 381, 382.

101-139. PHYSICAL EDUCATION ACTIVITIES—A required course for all students to be taken in the freshman year. The activities offered include volleyball, basketball, badminton, golf, handball, tennis, conditioning and the co-educational activities of archery, bowling, folk and square dance, modern dance, swimming, skiing, gymnastics, ping pong, weight training, relaxation and jogging and life saving.

201. PHILOSOPHIC HISTORY OF PHYSICAL EDUCATION—Orients the student to professional work in this field. Emphasis is placed on philosophy and history as it has influenced physical education.

THREE HOURS

BREWER FIRST SEMESTER

203. HEALTH EDUCATION—This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be looked at and discussed.

THREE HOURS

SMITH SECOND SEMESTER

205. MODERN DANCE TECHNIQUES—Beginning and intermediate techniques and fundamentals with an introduction to composition. FOR MAJORS ONLY.

TWO HOURS

DeBRUYN FIRST SEMESTER

211. HUMAN PHYSIOLOGY AND HYGIENE—An extension and application of fundamental concepts of physiology introduced in the first year biology course. Two lecture periods and one two-hour laboratory a week. Prerequisite: Biology 102.

THREE HOURS

GREEN BOTH SEMESTERS

221. ANATOMY AND KINESIOLOGY — The muscle-skeletal system and its action, with special reference to the field of health and physical education is studied in detail. Prerequisite: Biology 102 and Physical Education 211.

THREE HOURS

GREEN SECOND SEMESTER

231. MEASUREMENT THEORY AND PRACTICE—Designed to acquaint the student with existing tests and measures and sources for their location; to critically evaluate existing tests and measures; to administer tests and interpret their results; and to develop an understanding of the basic elements of statistics necessary for comprehension of contemporary research literature in our field.

THREE HOURS

KRAFT SECOND SEMESTER

301. PSYCHOLOGY OF MOTOR ACTIVITY— The purpose of this course is to gain an understanding of human behavior in competitive situations and activity learning experiences. Special emphasis is given to theory and research in the area of motor learning. Prerequisite: Psychology 100.

THREE HOURS

VANDERBILT SECOND SEMESTER

305. ADVANCED TECHNIQUES AND COMPOSITION FOR MODERN DANCE — This is an introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme and group choreography. Prerequisite: Two semesters of Techniques and Fundamentals in Modern Dance or Physical Education 315. Alternate years.

TWO HOURS

DeBRUYN

315. MODERN DANCE METHODS—Explores the materials, techniques and principles of creative dance for youth. A concentrated study is made of how children discover movement and create dances. Prerequisite: Physical Education 205 or two semesters of Techniques and Fundamentals in Modern Dance. Alternate years.

TWO HOURS

DeBRUYN SECOND SEMESTER

331. TECHNIQUES OF COACHING TRACK, CROSS COUNTRY, WRESTLING AND OTHER SPORT. (Coaching Men I) —The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week.

THREE HOURS

BREWER, STAFF FIRST SEMESTER

332. TECHNIQUES OF COACHING FOOTBALL, BASKETBALL, AND BASEBALL. (Coaching Men II) — The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week.

THREE HOURS

DeVETTE, STAFF SECOND SEMESTER

334. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women I) — The purpose of this course is three fold. 1) exploration and analysis of techniques; 2) theories of coaching; 3) class organization for women's sports. The areas of sport covered in this course are: field hockey, soccer-speedball, basketball, golf, and track and field. The course will require two one-half hour lecture-laboratory sessions a week.

TWO HOURS

STAFF FIRST SEMESTER

Physical Education

335. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women II)

— The purpose of this course is the same as that of 334, but the sports covered will be: archery, softball, volleyball, tennis, gymnastics, and swimming. This course will also meet for two one-half hour periods a week.

TWO HOURS

PARKER FIRST SEMESTER

340. TRAINING COMPETITIVE ATHLETES—The principles of exercise physiology as they relate to training competitive athletes are examined. Attention is also given to the care and prevention of injuries sustained in athletic competition.

THREE HOURS

GREEN FIRST SEMESTER

345. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL—This course is designed to acquaint the classroom teacher with the total program of physical education in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. **FOR NON-MAJORS ONLY.**

TWO HOURS

PARKER BOTH SEMESTERS

350. ADAPTED AND THERAPEUTIC PHYSICAL EDUCATION—The course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Alternate years.

THREE HOURS

VANDERBILT FIRST SEMESTER

361. SPORTS SOCIOLOGY—An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man.

THREE HOURS

VANDERBILT FIRST SEMESTER

381. METHODS AND BIOMECHANICS OF ELEMENTARY MOTOR SKILLS

—This course is designed to help the student gain competence in the teaching methodology, biomechanical analysis, and performance of motor skills commonly found in elementary physical education programs. Three lectures and two two-hour laboratories a week.

FOUR HOURS

BROWN, STAFF FIRST SEMESTER

382. METHODS AND BIOMECHANICS OF ADVANCED MOTOR SKILLS

—The purpose of this course is threefold: 1) to explore human movement patterns as they relate to advanced sports' skills 2) to discuss and practice the techniques and strategy of many activities, and 3) to learn how to teach these activities in the most effective manner. Three lectures and two two-hour laboratories a week.

FOUR HOURS

KRAFT, STAFF SECOND SEMESTER

Physical Education

490. SEMINAR AND INDEPENDENT STUDY—This course is designed to give the student a first experience in the development and pursuit of an independent research study. Prerequisite: Senior Standing.

ONE or TWO HOURS

STAFF BOTH SEMESTERS

491. READINGS—Designed to give the student an in depth reading experience in a specialized area and a one to one discussion experience with a member of the physical education faculty.

ONE or TWO HOURS

STAFF BOTH SEMESTERS

PHYSICS

MR. FRISSEL, CHAIRMAN; MR. BROCKMEIER, MR. MARKER, MR. SCHMIDT, MR. SEESER, MR. TOEVS, MR. VAN PUTTEN.

PHYSICS MAJOR

The minimum requirement of all physics majors is twenty-six hours of course work from the departmental offerings. The courses that make up the twenty-six hours should depend on the student's future plans; therefore the specific courses chosen to satisfy the physics major must have full departmental approval; this approval should be obtained at the time of application for major.

Physics students are strongly encouraged, as early as possible, to become involved in one of the research projects of the staff members. Summer stipends for such activity are often available.

A. Students who are either:

- 1) bound for graduate school in physics or astronomy, or
- 2) in a 4 year pre-engineering program, or
- 3) training for an industrial position.

For the students described above a physics major requires 26 hours from Physics courses numbered 121 and higher. Additional requirements are Chemistry 111, 115 and 121, and Geology 115 or Biology 111. In addition Math 133, 134, 270 are required, and 180 and 240 are recommended. Individual counselling with the physics department is strongly urged so that the course pattern best meets the objectives of the student.

B. Dual Majors

In the case of a dual major the physics courses required are those in paragraph A above. The additional mathematics and science requirements shall be established by agreement between the student and the department.

C. Students preparing for secondary education

A physics major will require 30 hours (certification requirement) in physics and may include Physics 111, 112, 113, and 114 providing departmental approval is obtained.

NON-SCIENCE MAJORS

Non-Science majors may wish to choose from courses described in the listing of Non-Science Major Oriented Courses.

PRE-MEDICINE STUDENTS

The sequence Physics 121, 122, and 223 satisfies the entrance requirements for most medical schools. In addition Physics 241, 242 are suggested. The student should consult with the Health Professions Committee. The physics major will give strong undergraduate preparation for certain technical areas of medical research.

PRE-ENGINEERING STUDENT (3-2)

The three-two program, in which Hope participates, requires Physics 121, 122, 223 and 232. Additional physics courses are desirable; the choice will depend on the branch of engineering chosen.

NON SCIENCE MAJOR ORIENTED COURSES

111. THE VISIBLE WORLD—This is a laboratory course for non-science majors. Included, in their historical setting, are such laws of universal significance as conservation of energy and momentum, and gravitation; the phenomena of light, lasers and electronic devices including the transistor; the topics of astronomy and cosmology, and the brief description of Einstein's special theory of relativity. The weekly two-hour laboratory closely parallels the lecture. No prerequisites.

FOUR HOURS

SEESER, SCHMIDT FIRST SEMESTER

112. MAN AND INVISIBLE WORLD—This is a non-laboratory course that considers the world beyond the reach of the microscope. Considered are the molecule, the atom, the nucleus, and the elementary particles, along with the philosophical implications of their description. Discussed are the concepts, ideas and symmetries of nature evident in these building blocks of nature such as quantum mechanics and the uncertainty principle. Associated technology such as power generation will be considered. The social and philosophical implications of science in society is a continual theme of the course. No prerequisites.

FOUR HOURS

BROCKMEIER, SEESER SECOND SEMESTER

113. ASTRONOMY—A survey of the physical universe; what we know and how we know it. Opportunities for observational work are included. No prerequisites.

TWO HOURS

BROCKMEIER FIRST SEMESTER

114. PHYSICS OF SOUND AND MUSIC—Everyday sound and musical phenomena provide a natural, intuitive introduction to general physical principles which are then used to assess more complex sound phenomena on a physical basis. This pattern is the fundamental method of physical science. The study of common musical instruments and electronic synthesis systems is included. No prerequisites.

TWO HOURS

TOEVS SECOND SEMESTER

Physics

211. PHYSICAL SCIENCE FOR ELEMENTARY EDUCATION TEACHERS—A course designed to introduce prospective elementary education teachers to physical science. Topics include scientific method, descriptive astronomy, mechanics, electricity and magnetism, and the physical and chemical properties of matter. This course is the same as Chemistry 211 and is open only to prospective elementary education teachers. Prerequisites: none.

THREE HOURS

MARKER, WETTACK FIRST SEMESTER

213. SCIENCE LABORATORY FOR ELEMENTARY TEACHERS—A course designed to introduce the prospective elementary education teacher to those laboratory techniques and procedures most useful to the teachers in the classroom. Demonstrations and experiments in biology, chemistry, geology and physics will be selected to reinforce concepts acquired in lecture and to serve as the bases for his future teaching of science. This course will commonly be taken in the junior year. Prerequisites: completion of at least two of the science courses for elementary school teachers or permission.

TWO HOURS

STAFF FIRST SEMESTER

215. CONTROL AND MODELING OF SYSTEMS—This course is an introduction to the concepts of control and modeling of systems. It is open to all students. The causes of instability and the criteria for stability in simple systems are considered, and methods of modeling systems are developed. These ideas are applied to increasingly complex systems such as biological, economic, and sociological systems. The validity of the approach is examined. Experience in modeling and control is gained through class experiments, games, and computerized models. The course is a practical guide to methods of attacking complex problems.

THREE HOURS

VAN PUTTEN FIRST SEMESTER

SCIENCE MAJOR ORIENTED COURSES

121. GENERAL PHYSICS—A study of main concepts of motion, of classical and quantum mechanical conservation principles related to energy, momentum, and charge, and of those concepts involved in wave phenomena. Those intending to follow with Physics 122 should take Math 121 or 133 concurrently with Physics 121.

TWO HOURS

SCHMIDT, FRISSEL FIRST SEMESTER

122. GENERAL PHYSICS—Application of energy and momentum conservation to electrostatics, mechanics, and rotational motion; introduction to relativity, and application of differential equations to analysis of oscillatory and transitory systems. Recitation three hours; laboratory three hours per week. Prerequisite: Physics 121, and Math 133.

FOUR HOURS

SCHMIDT, TOEVS SECOND SEMESTER

Physics

223. GENERAL PHYSICS— including geometrical and physical optics, and other wave phenomena; introductions to thermodynamics, statistical physics and sound. Recitation three hours; laboratory three hours per week. Prerequisite: Phy. 122.

FOUR HOURS

TOEVS FIRST SEMESTER

191. GENERAL PHYSICS—The honors course corresponding to Phys. 121. By permission of the department.

TWO HOURS

BROCKMEIER FIRST SEMESTER

192. GENERAL PHYSICS—The honors section corresponding to Physics 122. By permission of the department.

FOUR HOURS

MARKER SECOND SEMESTER

193. GENERAL PHYSICS—The honors course corresponding to Physics 223. By permission of the department.

FOUR HOURS

VAN PUTTEN FIRST SEMESTER

232. INTRODUCTION TO THEORETICAL PHYSICS—A concentrated study in areas of vector calculus, special relativity, complex variable description, the wave equation, wave propagation and applied mathematical methods. This course is a prerequisite to most higher level courses. Prerequisite: Physics 223, and Math 270 concurrently.

THREE HOURS

FRISSEL SECOND SEMESTER

241. ELECTRONICS—Circuit components, complex impedances, characteristics of semiconductors, methods of circuit analysis, and application of integrated circuits to logic circuits. Lab. three hours.

THREE HOURS

VAN PUTTEN FIRST SEMESTER

242. ELECTRONICS—(Continuation of 241)—Application of electronic devices to special circuits for scientific instrumentation. Includes digital and analog systems. Lab. three hours.

THREE HOURS

VAN PUTTEN SECOND SEMESTER

290. INDEPENDENT STUDIES—With departmental approval a freshman or sophomore may engage in independent studies at a level appropriate to his ability and class standing, in order to enhance his understanding of physics. A student may enroll each semester.

ONE or TWO HOURS

STAFF BOTH SEMESTERS

342. ELECTRICITY AND MAGNETISM—A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, energy and momentum of the electromagnetic field, and wave guides. Prerequisites: Phys. 232 and Math 270.

FOUR HOURS

SCHMIDT SECOND SEMESTER

Physics

352. PHYSICS OF THE OPTICAL DOMAIN—A course primarily concerned with the optical portion of the electromagnetic spectrum. Topics considered are geometrical optics, optical devices, polarization, diffraction and interference, interferometry, Fourier optics, holography and optical properties of materials. Prerequisite: Phys. 232. Alternate years.

THREE HOURS

STAFF SECOND SEMESTER

354. CURRENT TOPICS—Recent developments in physics are studied in a phenomenological manner. The studies include recent experimental tests of fundamental theories, examination of advanced experimental methods, violations of conservation laws, elementary particles, recent studies in gravitation and topics of astro-physics. These topics will be conducted in turn by various staff members. Prerequisite: Physics 232.

THREE HOURS

STAFF SECOND SEMESTER

361. ANALYTICAL MECHANICS—A study in Newtonian mechanics, potential description, oscillatory motion, Lagrangian and Hamiltonian dynamics, normal modes, and perturbation methods. Prerequisite: Physics 232.

FOUR HOURS

BROCKMEIER FIRST SEMESTER

362. STATES OF MATTER—The prominent states of matter are examined from classical and quantum mechanical points of view. The effects of Bose-Einstein and Fermi-Dirac statistics are detailed in gases, liquids, and solids. Models of ordering in liquids and phase changes are discussed. Applications are made to such systems as plasmas, electron gases in metals, semiconductors, superconductors, super-fluids and condensed nuclear matter. Methods of calculating the approximate behavior of matter under various conditions will be emphasized. Prerequisite: Physics 232. Alternate years.

THREE HOURS

VAN PUTTEN SECOND SEMESTER

186

371. PHYSICS OF ATOMS, NUCLEI, AND PARTICLES—Beginning with the physical dilemmas that preceded the quantum revolution, this course will emphasize the basic concepts and experimental techniques of contemporary physics that are used to investigate the physical world. Specific topics will include interactions of photons and charged particles with matter, atomic physics, methods of particle acceleration and detection, and nuclear physics. Prerequisite: Physics 232.

THREE HOURS

TOEVS FIRST SEMESTER

372. QUANTUM THEORY—A study of the mathematical foundation of quantum theory. Topics include Hilbert space, properties of quantum mechanical operators; equation of motion for state vectors, alternative representations; solution of the Schroedinger equation for one dimensional and spherically symmetric systems; angular momentum; approximation methods; and the preparation of states and measurement of observables. Prerequisite: Physics 371.

FOUR HOURS

MARKER SECOND SEMESTER

Physics

381. ADVANCED LABORATORY—The laboratory experiments are chosen, in consultation with the instructor, from the fields of electricity and magnetism, optics, and atomic and nuclear physics. Laboratory, four hours. Prerequisite: Physics 232. Required of physics major.

ONE HOUR

SEESER FIRST SEMESTER

382. CONTINUATION OF ADVANCED LABORATORY 381—Required of physics majors. Prerequisite: Physics 381.

ONE HOUR

SEESER SECOND SEMESTER

473. QUANTUM PHENOMENA—A continuation of Physics 372 with special emphasis on applications of the theory. Topics include quantum mechanical description of molecular, atomic, and nuclear structure; scattering theory; and fundamental particles and their interactions. Prerequisite: Physics 372.

THREE HOURS

MARKER FIRST SEMESTER

490. INDEPENDENT STUDY—With departmental approval a junior or senior may engage in independent studies at a level appropriate to his ability and class standing, in order to enhance his understanding of physics. A student may enroll each semester.

ONE or TWO HOURS

STAFF BOTH SEMESTERS

590. HONORS PROJECT—An independent study project carried out under departmental supervision. See the description under General Academic Regulations.

THREE HOURS

STAFF BOTH SEMESTERS

POLITICAL SCIENCE

MR. ZOETEWAY, CHAIRMAN; MR. ELDER, MR. HOEKSEMA, MR. HOLMES.

The courses in Political Science are designed to provide systematic understanding of government and politics in the local, state, national and international areas.

GENERAL PROGRAM FOR MAJORS: The program for majors, consisting of not less than twenty-five hours in the department, is designed to provide an excellent background and training for the student who wishes to prepare for secondary-level teaching, government service, law school, or graduate work in political science. To assure a good balance of course work each student major will be required to enroll in 101, 121, 212, 251, 261 or 262, 341 and 399.

SPECIAL PROGRAM IN FOREIGN AREAS STUDIES: A political science major may choose to concentrate on foreign areas studies in which case he will complete an individually tailored thirty-one hour study program formulated in conjunction with his advisor. This study program would include an appropriate balance of subnational, national, and international level political science courses and must be approved by the Political Science department. Political Science 101 is required. Programs will vary according to geographic areas and interested students should see the following faculty members who serve as program advisors: Dr. Elder, Dr. Hoeksema, and Mr. Holmes. For most of these area programs, up to six of the thirty-one hour requirement can be taken outside the Political Science department. Students who meet the International Education Committee's requirements for study abroad may include a year of study in the area itself through programs such as those sponsored by the GLCA in Lebanon, India, and Colombia.

101. NATIONAL GOVERNMENT—A study of the national government from its origins through its development to the present. Varying approaches to teaching this course are used by the staff, though the discussion-lecture format is a common approach for all. Simulations (Holmes), foreign policy emphases (Holmes, Hoeksema), theoretical foundations for U.S. political and social institutions (Elder), historical, institutional, and practical politics emphases (Zoeteway, Hoeksema) are among the special approaches and interests of the staff.

THREE HOURS

STAFF BOTH SEMESTERS

121. STATE AND LOCAL GOVERNMENT—Procedures of government at the state and local level are studied with an emphasis on the functional approach. Prerequisite: Political Science 101.

THREE HOURS

STAFF FIRST SEMESTER

211. AMERICAN POLITICAL PARTY DEVELOPMENT—This course will trace the origin and growth of our political parties, major and minor from the late 18th century to the present. Prerequisite: Political Science 101.

THREE HOURS

ZOETEWAY FIRST SEMESTER

212. PARTIES, PRESSURE GROUPS AND ELECTIONS—This course will involve a study of the organization and functions of contemporary political institutions such as parties, pressure groups and the nominating and electoral processes. Prerequisite: Political Science 101.

THREE HOURS

ZOETEWAY SECONO SEMESTER

235. PUBLIC ADMINISTRATION—The underlying principles of government management at the federal, state and local levels. Prerequisite: Political Science 101.

THREE HOURS

ELDER FIRST SEMESTER

251. INTERNATIONAL RELATIONS—An introduction to, and an examination of the major problems confronting the peoples and nations of the modern world. Prerequisite: One semester of college work.

THREE HOURS

HOLMES BOTH SEMESTERS

261. COMPARATIVE GOVERNMENT—A study of the major types and forms of governments of Europe. Prerequisite: Sophomore standing.

THREE HOURS

HOEKSEMA BOTH SEMESTERS

262. INTRODUCTION TO THE POLITICS AND INTERNATIONAL RELATIONS OF LATIN AMERICA—A political survey of the nations of Latin America and their relations with the outside world. Special attention is given to the role of the military in these countries. Prerequisite: Sophomore standing.

THREE HOURS

HOLMES SECOND SEMESTER

270. INTRODUCTION TO CULTURE AND POLITICS OF INDIAN SUB-CONTINENT—Considerable emphasis will be placed on the effects which religion, social structure and history can have on the nature of the functions performed by the political institutions of a society. Major emphasis will be on the social and political institutions of India, Pakistan, and Bangladesh. Prerequisite: One semester of college work.

THREE HOURS

ELDER SECOND SEMESTER

272. INTERNATIONAL RELATIONS OF SOUTHEAST ASIA—A geographical; cultural, historical and political study of the countries of Southeast Asia from 1945 to the present time. Not offered 1972-73.

THREE HOURS

HOEKSEMA FIRST SEMESTER

281. STUDIES IN POLITICAL SCIENCE—This course allows the student to take a course 1) that might have a particular relevance at a particular time, 2) that would have special interest for students, and 3) in which a professor would have special interest and background; such as Middle East politics, Civil Rights, Political Violence, Far East politics, Urban Government and Politics, Soviet-American relations. Prerequisite: Sophomore standing.

THREE HOURS

STAFF BOTH SEMESTERS

Political Science

331. LEGISLATIVE PROCESS—The organization and operations of Congress and the role of the Executive and Administrative agencies in the process of law making. Major issues before Congress will be studied in some detail. Prerequisite: Political Science 101. Open to qualified sophomores.

THREE HOURS

ZOETEWAY SECOND SEMESTER

339. AMERICAN CONSTITUTIONAL LAW—Principles of the American Constitution; separation of powers, federalism, the power of the national and state government, and limitations on the exercise of those powers. Prerequisite: Political Science 101. Open to qualified sophomores.

THREE HOURS

STAFF FIRST SEMESTER

341. HISTORY OF POLITICAL AND SOCIAL THEORY—The objective of the course is two-fold: (1) to consider some of the basic problems of political philosophy, and (2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. Open to qualified sophomores.

FOUR HOURS

ELDER FIRST SEMESTER

346. AMERICAN POLITICAL AND SOCIAL THOUGHT—This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Political Science 101. Open to qualified sophomores.

THREE HOURS

ELDER SECOND SEMESTER

352. INTERNATIONAL LAW, ORGANIZATION, AND SYSTEMS—Survey of present and possible future international procedures and systems for resolving problems arising from relations between nation states. Political Science 251 recommended but not required as prerequisite. Open to qualified sophomores.

THREE HOURS

HOLMES SECOND SEMESTER

378. AMERICAN FOREIGN POLICY—American foreign policy is examined in global terms with emphasis on alternating political moods of the public, processes by which policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores.

THREE HOURS

HOLMES FIRST SEMESTER

391. INTERNSHIP PROGRAM—A field experience in government at the local, state or national level, or with a political party organization. The student will work in a governmental or political office for a minimum period of time and, under the direction of a staff member, prepare a paper related in some manner with his field experience. Prerequisite: Junior Standing and Consent of the Chairman.

THREE HOURS

STAFF BOTH SEMESTERS

395. AMERICAN SEMINAR—In cooperation with the American University of Washington D.C. a full semester's work may be taken in Washington, D.C. Consult Mr. Zoetewey.

Political Science

399. SEMINAR—This course will provide instruction in bibliography and research methods, followed by individual research projects in some field of politics and the preparation of the research paper. Prerequisites: Not less than six hours in Political Science, Junior standing, and permission of instructor. The scheduled seminars for 1972-73 are: 399A; Presidential Nominations and Elections, Zoetewey, First Semester; 399B; National Security and International Relations, Holmes, Second Semester. Another seminar will also be scheduled second semester.

THREE HOURS

STAFF BOTH SEMESTERS

491. READINGS—Independent reading of assigned works of an advanced nature under the supervision of a designated staff member. Prerequisite: Senior standing and consent of the department chairman.

TWO HOURS

STAFF BOTH SEMESTERS

PSYCHOLOGY

MR. MYERS, CHAIRMAN; MR. BEACH, MR. BROWN, MRS. DICKIE, MR. HARRISON, MR. MOTIFF, MR. REYNIERSE, MR. VAN EYL, *MR. WILCOX. *Assisting Faculty:* MR. SCHOLTEN, MR. WESTENDORP.

The aims of the psychology department are (1) to present the field of psychology as a liberal arts subject, (2) to assist students preparing for work related to psychology, and (3) to prepare students for graduate school and eventually for the profession of psychology.

Although employment opportunities are increasing for the person holding only the bachelor's degree in psychology, a master's or doctoral degree is still considered essential for doing professional work in the field. Consequently, the student who aims to work as a psychologist should plan on graduate study, preferably study leading to the Ph.D. degree.

Due to the variety of interests and goals of students wishing to major in psychology and to the variety of directions one may take within the field of psychology, flexibility is provided in the major requirements.

MAJOR REQUIREMENTS: The minimum requirements of all psychology majors are 24 hours of psychology credit including General Experimental Psychology (200) and two hours credit in in-depth study in either a Topical Seminar (400) or independent study (490 or 590). In addition, one course to be selected from among 310, 320, 350 or 360 and one from among 230, 260, or 300 are required; since these are core courses, the department strongly recommends that at least one other course be sampled from each of these divisions. Also required are statistics (Math 210 or Math 215 and 216) and animal biology. Strongly recommended are other courses in computer science, biology, math, philosophy, sociology and communications.

General Experimental Psychology should be completed by the end of the sophomore year. Psych 400, 490 and 590 may be repeated for additional credit and up to four hours of combined credit may be applied to the psychology major requirements.

A "Psychology Department Handbook" is available for students desiring more detailed information regarding the department, opportunities in psychology and related fields, and other psychology facilities, activities, programs and opportunities at Hope.

100. INTRODUCTION TO PSYCHOLOGY—An introduction to the study of behavior. Psych 100 or Psych 200 is a prerequisite for all other psychology courses except 210, and 211.

THREE HOURS

STAFF BOTH SEMESTERS

200. GENERAL EXPERIMENTAL PSYCHOLOGY—A beginning study of experimental and research methodology in contemporary psychology. Specific topics from the areas of learning, perception, motivation, developmental, personality, and social psychology are employed to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collecting, data analysis, and generalization.

FOUR HOURS

MOTIFF, REYNIERSE, VAN EYL BOTH SEMESTERS

210. ANIMAL BEHAVIOR: THEORY AND RESEARCH—An introduction to psychological ethological and ecological approaches to animal behavior. Emphasis is on animals as models for complex processes and as exhibitors of intrinsically interesting behavior. Prerequisite: Psych. 100 or Biol. 102 or Biol. 112.

TWO HOURS

MOTIFF, REYNIERSE BOTH SEMESTERS

211. ANIMAL BEHAVIOR LABORATORY—A laboratory course in animal behavior usually to be taken concurrently with Psych. 210. The laboratory stresses contemporary techniques in animal behavior. Two three-hour laboratory periods. Prerequisite: Psych. 100 or Biol. 102 or Biol. 112; Co-requisite or Prerequisite: Psych. 210.

TWO HOURS

MOTIFF, REYNIERSE BOTH SEMESTERS

220. EDUCATIONAL PSYCHOLOGY—Same as Education 220. (When taken as psychology credit it cannot be counted toward the number of hours required for a psychology major.)

230. DEVELOPMENTAL PSYCHOLOGY—An introduction to theories, research methods, and findings related to intellectual, emotional, perceptual, social and personality development during childhood and adolescence. 193

THREE HOURS

DICKIE, HARRISON BOTH SEMESTERS

260. INTRODUCTION TO PERSONALITY—Introduction to the study of personality with emphasis on development and dynamics.

THREE HOURS

BEACH, BROWN BOTH SEMESTERS

300. SOCIAL PSYCHOLOGY—The psychological principles underlying interpersonal and group behavior and the effect of social conditions on individual behavior.

THREE HOURS

MYERS BOTH SEMESTERS

310. LEARNING: THEORY AND RESEARCH—Experimental methods, research findings and contemporary theories are evaluated for problems of conditioning, learning, and memory. Prerequisite: Psych. 200.

TWO HOURS

REYNIERSE SECOND SEMESTER

Psychology

311. LEARNING LABORATORY—A laboratory course in learning usually to be taken concurrently with Psych. 310. The laboratory stresses contemporary techniques and issues in animal and human learning. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or Prerequisite: Psych. 310.

TWO HOURS

REYNIERSE SECOND SEMESTER

320. PHYSIOLOGICAL PSYCHOLOGY: THEORY AND RESEARCH—An introduction to the physiological bases of behavior. Research findings and methods will be emphasized regarding the neural processes underlying brain function and behavior. Prerequisite: Psych. 200.

TWO HOURS

MOTIFF FIRST SEMESTER

321. PHYSIOLOGICAL PSYCHOLOGY LABORATORY—A laboratory course in physiological psychology usually to be taken concurrently with Psych. 320. The laboratory stresses contemporary techniques in the investigation of the physiological bases of behavior in animals. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 320.

TWO HOURS

MOTIFF FIRST SEMESTER

330. TESTS AND MEASUREMENTS—An introduction to the purposes, the construction and the interpretation of tests of psychological and educational differences and uniformities.

THREE HOURS

STAFF FIRST SEMESTER

340. SENSATION AND PERCEPTION: THEORY AND RESEARCH—An introduction to the sensory and perceptual processes as manifest in contemporary theory and research. Special attention is paid to vision. Prerequisite: Psych. 200.

TWO HOURS

VAN EYL SECOND SEMESTER

341. SENSATION AND PERCEPTION LABORATORY—A laboratory course concerned mostly with the methodology and techniques employed in the study of sensation and perception. Usually to be taken concurrently with Psych. 340. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 340.

TWO HOURS

VAN EYL SECOND SEMESTER

350. MOTIVATION & EMOTION: THEORY AND RESEARCH—Experimental methods, research findings and contemporary theories are evaluated for homeostatic motivational problems related to hunger, thirst and sex and for non-homeostatic motivational problems such as achievement, aggression, aversion and curiosity. Central and peripheral approaches and theories to motivation and emotion are examined. Prerequisite: Psych. 200.

TWO HOURS

REYNIERSE SECOND SEMESTER

351. MOTIVATION & EMOTION LABORATORY—A Laboratory course in motivation and emotion usually to be taken concurrently with Psych. 350. The laboratory stresses contemporary techniques and issues in animal and human motivation and emotion. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 350.

TWO HOURS

REYNIERSE SECOND SEMESTER

360. ADVANCED DEVELOPMENTAL PSYCHOLOGY—A study of the basic psychological mechanisms underlying the development of human behavior. Emphasis is placed on research literature relating to the development of perceptual, linguistic, cognitive, and social processes which influence human behavior. Prerequisites: Psych. 200, 230.

THREE HOURS

WILCOX ALTERNATE SEMESTERS

370. PSYCHOLOGY OF BEHAVIOR DISORDERS—An introduction to the study of pathological behavior. Includes investigation into etiological factors, common syndromes, and a survey of therapeutic measures. Prerequisite: Psychology 260.

THREE HOURS

WESTENDORP BOTH SEMESTERS

380. GROUP DYNAMICS—Systematic study of the characteristics and functions of face-to-face groups; interpersonal relationship, group forces, cohesiveness, group process, goal formation, decision-making, styles of leadership and group membership roles. Practical application of group dynamics theory is included. Analytical observations are taken of groups in action. Prerequisite: Psychology 300.

THREE HOURS

BEACH SECOND SEMESTER

400. TOPICAL SEMINAR—A student or faculty initiated and organized seminar. Students of demonstrated academic ability and maturity may initiate a seminar on a current psychological (or interdisciplinary) topic of their own choosing. Prior to scheduling of faculty commitments for the desired semester these students must approach a faculty member who, with the permission of the psychology department chairman, will act as an advisor in the planning stages and as a participant during the semester. This course may be repeated for credit, but no more than four hours in 400, 490 and 590 may be applied to the psychology major requirement. Prerequisite: Permission of seminar advisor.

TWO HOURS

STAFF BOTH SEMESTERS

410. THEORIES OF PERSONALITY—A survey and critical evaluation of contemporary personality theories, research methods, and findings. Prerequisites: Psychology 200, 260. Strongly recommended: Psychology 420.

THREE HOURS

BEACH FIRST SEMESTER

420. HISTORY AND SYSTEMS OF PSYCHOLOGY—The historic and systematic development of psychology.

THREE HOURS

VAN EYL FIRST SEMESTER

430. THE EXCEPTIONAL INDIVIDUAL—A psychological study of the individual who deviates markedly from the norm of his group, mentally, physically, or socially, so as to create a special problem in regard to his education, development, or behavior. Special attention is directed toward the following groups of exceptional individuals: mentally retarded, gifted, emotionally disturbed, socially maladjusted, visually-, physically-, and speech-handicapped, deaf, hard-of-hearing, and brain-damaged. Prerequisite: Psychology 230, 260, and 370 or Education 220.

THREE HOURS

BROWN BOTH SEMESTERS

Psychology

490. INDEPENDENT STUDY—This program affords an opportunity for the advanced student in psychology to pursue a project of his own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in psychology, 2) a supervised laboratory or research project. 3) a supervised field project combining study with appropriate work experience. To fulfill eligibility for his program the student must have a specific project in mind, a reasonable background in related course work, good independent study habits, initiative and high motivation. A request for independent study credit is made by completing a departmental application form, preferably prior to registration. This course may be repeated for credit but no more than four hours in 400, 490 and 590 may be applied to the psychology major requirements.

TWO, THREE or FOUR HOURS

STAFF BOTH SEMESTERS

590. SENIOR HONORS PROJECT—Independent study as outlined in 490.

TWO, THREE or FOUR HOURS

STAFF BOTH SEMESTERS

RELIGION

MR. VOOGD, CHAIRMAN; MR. BOULTON, MR. BRUINS, MR. COUGHENOUR, MR. LEE, MR. PALMA, MR. PONSTEIN.

RELIGION OFFERINGS FOR THE ALL-COLLEGE REQUIREMENTS.

Studies in the department are an integral part of the college curriculum and six semester hours (three semester hours for Junior and Senior transferees) in Religion offerings are required for graduation. Three of these hours are to be elected from the Basic Studies in Religion. The remaining hours can be drawn from the entire range of department offerings, allowing for those exceptions where additional prerequisites are listed. For the Senior Seminar graduation requirement the following courses in the Department of Religion are elective possibilities: 331, 333, 351 and 453.

RELIGION AS A MAJOR

Religion is a department within the Humanities Division presenting an area of study and research which students preparing for various professions may choose as the focus of their liberal arts education. The Department of Religion is comprised of five disciplines: Biblical Studies, Historical Studies, Theological-Philosophical Studies, Studies in World Religions, Studies of Religion in Culture. A religion major program requires 24-30 semester hours of courses elected from the five disciplines in Religion. Courses are recommended also in the departments of English, Philosophy, Languages, History, Psychology and Communications. Options for religion majors include seminars for individual research and, in consultation with the department chairman, the opportunity to fulfill selected required courses through a tutorial reading program.

197

BASIC STUDIES IN RELIGION

110. LITERATURE OF JUDAISM AND CHRISTIANITY—A study of selected portions from Biblical literature, the primary documents of the Judaeo-Christian tradition. The course will examine concepts in the religious tradition most basic in the Western world.

THREE HOURS

STAFF

120. BASIC CHRISTIAN THOUGHT—An inquiry into the basic tenets of Christianity dealing with God, the nature and predicament of man and human destiny. These tenets will be examined in relation to their historical and contemporary contexts.

THREE HOURS

STAFF

Religion

130. PHENOMENOLOGY OF RELIGION—An analysis of categories of religious behavior, attitudes and assumptions as manifested and illustrated in comparative religion sources. Contemporary life is evaluated in the light of these categories.

THREE HOURS

STAFF

140. RELIGION IN SOCIETY—An examination of the role that religion plays in societies such as ancient Israel and early Christianity. The place of religion in these societies will serve as models for understanding religion in American life, past and present, with special reference to issues such as church and state, and religion and social ethics.

THREE HOURS

STAFF

Biblical Studies

211. GOSPEL LITERATURE—A study of the synoptic gospels and John emphasizing the ministry and thought of Jesus. Attention is given to twentieth century research in the gospels.

THREE HOURS

COUGHENOUR

212. PAULINE LITERATURE AND THOUGHT—The sources and content of the Apostle Paul's thought are treated through a study of his New Testament letters. The course also examines recent trends in Pauline research. Sophomore standing.

THREE HOURS

COUGHENOUR

311. WISDOM LITERATURE OF ISRAEL— Study of the role of the sages and their contribution to Israel's religious and intellectual life through examination of the Wisdom books of Israel. Selections from contemporary literature bearing on the perennial problems raised by the Wisdom writers are used as collateral reading. Junior standing.

THREE HOURS

COUGHENOUR

312. PROPHETIC LITERATURE OF ISRAEL—A study of the prophetic literature of Israel in its historical setting. The course will examine the basis of the prophetic movement, its impact on Israel's political, social, and religious life, and its relationship to later Jewish and Christian thought. The course also examines the prophetic social concerns as they relate to contemporary social problems. Junior standing.

THREE HOURS

PONSTEIN, VOOGD

411. BIBLICAL CRITICISM AND INTERPRETATION—Course provides the student with a background in the history of biblical interpretation, the methods of critical research and recent trends in Old and New Testament criticism. Senior standing or by permission of the Instructor.

THREE HOURS

COUGHENOUR

Historical Studies

221. RISE OF CHRISTIANITY I—The rise and development of Christianity from the second century through the Reformation era. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

THREE HOURS

PONSTEIN

222. RISE OF CHRISTIANITY II—The history of Christianity from the Reformation era to the present day. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

THREE HOURS

PONSTEIN

321. RELIGION IN AMERICA—An analysis and study of the various religious movements and cults in America from colonial times to the present. Junior standing.

THREE HOURS

PONSTEIN, BRUINS

322. INTERTESTAMENTARY HISTORY—The history, literature and religion of the Jews from the Babylonian exile to the Advent. Includes study of the Apocryphal and Apocalyptic literature of the period. Junior standing.

THREE HOURS

VOOGD

421. ARCHAEOLOGY AND THE BIBLE—A study of the archaeological discoveries which cast a direct or indirect light upon the Biblical record, including an analysis of the Dead Sea Scrolls. Junior standing.

THREE HOURS

VOOGD

422. STUDIES IN THE REFORMED-PRESBYTERIAN TRADITION—An inquiry into the historical development of the Reformed tradition since John Calvin with particular emphasis upon the growth of the Reformed and Presbyterian churches in America and their institutions. Prerequisites: Religion 222, Senior standing or by permission of the instructor.

THREE HOURS

BRUINS

199

Theological-Philosophical Studies

331. PHILOSOPHY OF RELIGION—Inquiry into the nature and functions of religion in various cultures; the logic of religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Same as Philosophy 331. Junior standing.

THREE HOURS

PALMA

333. EXISTENCE AND FAITH—A systematic inquiry into the Christian interpretation of human existence through a critical analysis and evaluation of such non-Christian existentialists as Sartre, Camus and Heidegger and such Christian theologians as Calvin, Kierkegaard, Niebuhr and Tillich. Prerequisite: One course in "Basic Studies in Religion".

LEE

Religion

335. CONCEPTIONS OF GOD—A typological study of various theological and philosophical conceptions of God and their implications for such problems as the meaning of evil, freedom of the will, and man's knowledge of God. The Biblical conception of God will be analyzed and then compared to the conceptions of God in various theologians (e.g. Augustine, Aquinas, Calvin, Edwards, Barth, Tillich and Niebuhr) and philosophers (e.g. Plato, Aristotle, Eckhart, Hegel, Whitehead and Hartshorne).

LEE

431. CONTEMPORARY RELIGIOUS THOUGHT—Reading and critical analysis of current religious thought, e.g. empiricist, existentialist, process and positive theology; critiques of religious language; contemporary atheism and relativism. Prerequisite: Consent of instructor.

THREE HOURS

PALMA

Studies in World Religions

242. NEAR EASTERN RELIGIONS—An introduction to the major religions of Mesopotamia, Egypt, Palestine, Arabia, Greece and Rome. Sophomore standing.

THREE HOURS

VOOGD

341. ASIAN RELIGIONS I—A study and analysis of the major religions of India. Junior standing.

THREE HOURS

VOOGD, LEE

342. ASIAN RELIGIONS II—A study and analysis of the major religions of China, Japan and Southeast Asia. Junior standing.

THREE HOURS

LEE

Religion in Culture

351. CHRISTIAN ETHICS—The nature and content of ethics as informed by the Biblical faith and Christian theology. Comparison and contrasts between Christian ethics and moral philosophy. Special attention will be given to the analysis of current moral issues. Junior standing.

THREE HOURS

PALMA, LEE

352. CHRISTIAN EDUCATION—An examination of current trends in Christian education in reference to theory, methods, and curricula in Christian education for the local church. Junior standing.

THREE HOURS

BRUINS

451. RELIGION AND PSYCHOLOGY—An examination of basic components of human experience and behavior that are common to both religion and psychology. An analysis of the ways in which the disciplines of religion and psychology can assist one another. Prerequisite: one *Basic Studies in Religion* and Psychology 100.

THREE HOURS

PALMA, BOULTON

Religion

452. RELIGION AND SOCIOLOGY—A study and analysis of the interaction and interpenetration of the disciplines of religion and sociology. Prerequisite: One *Basic Studies in Religion and Sociology* 101.

THREE HOURS

BOULTON

453. CHRISTIANITY AND CONTEMPORARY AMERICAN CULTURE—An examination of the major tenets of the Christian faith and the various ways in which the christian faith interacts with major phenomena in contemporary American culture such as technology, the arts, politics and social morality.

STAFF

490. SEMINAR—In depth studies in any of the five disciplines of the department to develop the student's capabilities for individual research and use of primary sources. For religion majors only.

THREE HOURS

STAFF

SOCIOLOGY

MR. MC INTYRE, CHAIRMAN; *MR. IAMS, MR. SEBENS, MR. SNOOK, MRS. VAN KAMPEN. *Assisting Faculty:* MR. VANDERHAM, MISS JUTH.

Sociology can be conceived of as the scientific study of human society. It is scientific in perspective, theory and method, with these three aspects constituting the core of the discipline.

Knowledge of this theory, of its foundation, and of its limitations allows one to view individuals and society from the sociological perspective. It is the belief of sociologists that possessing this perspective allows one to better understand, predict and affect social situations.

The program for a Sociology major requires a minimum of 24 hours in Sociology, plus Mathematics 210 (Introduction to Statistics). The course program must include a) Soc. 101, the basic course of the department; b) the core courses, Soc. 261 (Perspectives in Sociology), Soc. 362, (Methods of Social Research), and Math 210 (Intro to Stat.), (it is strongly recommended that these courses be taken in the above order, that Soc. 101, Soc. 261 and Soc. 362 be completed by the end of the sophomore year, and Math 210 be completed by the junior year) and c) Soc. 495 (Senior Seminar). Psychology 300 (Social Psychology) may be elected as a part of 24 hour minimum requirement for Sociology major. Sociology 442 (Social Work Interventions) and Sociology 242 (Child Welfare) may not apply to a Sociology major.

See pages 71 and 207 for requirements for a Psychology-Sociology major.

101. PRINCIPLES OF SOCIOLOGY—Examination of the concepts and theories which make up the sociological perspective, the evidence which supports these theories and some ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world.

THREE HOURS

BOTH SEMESTERS

102. SOCIAL PROBLEMS—Sociological analysis of selected major American social problems (such as poverty, race relations, crime, drug addiction, mental disorders) their nature, treatment and contributing factors. Viewed in the perspectives of the American social system.

THREE HOURS

BOTH SEMESTERS

*On leave 1972-73.

151. CULTURAL ANTHROPOLOGY—The study of man as a culture-bearing animal with emphasis on the time dimension of physical and cultural development, the processes of major cultural changes and cultural variability.

THREE HOURS

BOTH SEMESTERS

231. CRIMINOLOGY—The application of psychological, sociological, and biological theory to the problem of understanding crime causation and to the problems of crime prevention and offender rehabilitation. Prerequisite: Sociology 101.

THREE HOURS

232. SOCIOLOGY OF THE FAMILY—A study of family structure in American society and cross-culturally. Theory and research study will focus on the relationship of the family to other institutional structures, trends in family life and social problems reflected on family functioning.

THREE HOURS

241. INTRODUCTION TO THE FIELD OF SOCIAL WORK—Examination of social welfare as a social institution, the history and philosophy of social work and the contribution of social work to social welfare.

THREE HOURS

242. CHILD WELFARE—Examination of the philosophy of child welfare as a specific part of social welfare and the programs and policies which perpetuate the institution. Prerequisite: Sociology 241 previously taken or currently being taken.

THREE HOURS

261. PERSPECTIVES OF SOCIOLOGY—This course will consider the major theorists of sociology, and the major questions asked or primary aspect focused on by each; it is intended hereby to provide a framework for succeeding sociology courses. Prerequisites: Soc. 101 or permission.

THREE HOURS

265. SOCIOLOGY OF EDUCATION—Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Permission of instructor, or 3 hours of sociology. (Cross-listed as Educ. 265).

THREE HOURS

STAFF (TEAM)

311. WORLD POPULATIONS PROBLEMS—A study of how birth and death trends have resulted in the world's population crisis. Causes of birth and death rate trends and issues about their control are considered.

THREE HOURS

Sociology

312. URBAN SOCIOLOGY—A study of perspectives sociologists use in studying cities, factors involved in urbanization, and the crisis in American cities. Study of the origin and development of cities, the ecological and social structure of cities, theory and research findings on the impact of urbanization on social life. Discussion of the changing shape and nature of cities and of urban social problems. Prerequisite: Sociology 101.

THREE HOURS

321. SOCIAL MOVEMENTS—A consideration of the characteristics of social movements, of cultural and social conditions conducive to social movements, and of the relationship of social movements to social change.

THREE HOURS

322. RACE AND ETHNIC RELATIONS—The study of the race relations and ethnic groups in the United States. Emphasis will be on racism as an institution; prejudice, and the Black American experience.

THREE HOURS

331. SOCIAL DIFFERENTIATION — This course treats the problem of "social class" in America. A study of sociological theory and research bearing on the various systems of social classification found in all human societies, such as rank, order, hierarchies of economic class, prestige, power and racial ethnic and religious categories. Emphasis is placed on the causes and consequences of these various type of differentiations. Prerequisite: Soc. 101.

THREE HOURS

356. SOCIAL CHANGE—Critical analysis of major theories which have proposed to explain social change. Theory will be applied to some major areas of change, both national and international, to aid in understanding changes of our own time. Prerequisite: Sociology 101. (Prior completion of Sociology 261) strongly recommended).

THREE HOURS

362. METHODS OF SOCIAL RESEARCH—A course dealing with a variety of research techniques available to social scientists. An attempt will be made to evaluate the merits of each technique. Practical experience will be part of the course. Prerequisite: Soc. 261 or permission.

THREE HOURS

390. SEMINAR IN SPECIAL TOPICS—Readings and discussion focusing on a selected topic of interest to sociologists such as juvenile delinquency, complex organizations, etc. Prerequisite: permission of the instructor.

THREE HOURS

442. SOCIAL INTERVENTIONS—Foci are 1) the complementarity of theoretical perspectives from Psychology, Sociology, and Anthropology; 2) their utility for social work; and 3) principles of the social work relationship. Prerequisite: Soc. 241.

THREE HOURS

443-446. SOCIAL WORK FIELD PROJECT—This program offer the opportunity for advanced students to experience working with cases under the close supervision of professional social workers. The program is offered in cooperation with several social agencies in Western Michigan. Work will include direct service to clients and participation in appropriate seminar discussions relative to student needs. Prerequisite: Sociology 442 previously or currently being taken, AND permission of the instructor during the semester prior to registration. Note: This course may be taken or repeated for as many as 6 hours credit but only 3 hours will apply on a Sociology major.

THREE HOURS

495. SENIOR SEMINAR IN SOCIOLOGY—A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in Sociology, thereby culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: 21 hours of Sociology.

THREE HOURS

590. INDEPENDENT STUDY—This program affords an opportunity for the advanced student in Sociology to pursue a project of his own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in Sociology 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. (not an alternative to Sociology 443 or 446). To become eligible for this course the student must have in mind a rather specific project, some background in related courses, good independent study habits and initiative. Application in writing including a course proposal and bibliography should be submitted to the department through the instructor who will be supervising the project during advanced registration. Open to senior sociology majors with the consent of the department.

TWO or THREE HOURS

THEATRE

MR. RALPH, CHAIRMAN; MR. FINN, MR. GRINDSTAFF, MR. SMITH, MR. TAMMI.
Assisting Faculty: MRS. FINN.

Course offerings in theatre and film, along with the department's co-curricular program, are designed to provide the liberal arts student with knowledge of and experience in forms of art which have captivated mankind from primitive times and play an important role in contemporary culture. Performance or laboratory experience makes possible an appreciation of the art form which can come only through direct participation. The practical experience of working together in a disciplined communal art also heightens one's self-awareness and awareness of others.

The theatre program is further intended to enhance the cultural life of the community through the presentation of plays of value from a historical, contemporary, literary, or entertainment point of view.

MAJOR: A major in theatre generally serves one of the following purposes:

1. More intensive study in this particular discipline as the emphasis within the student's liberal arts education.
2. Preparation for a career in teaching.
3. Preparation for graduate work leading to an M.A., M.F.A., Ph.D., or D.F.A. degree in theatre.
4. Preparation for work in a non-commercial field of theatre such as community theatre.
5. Preparation for advanced training leading to a career in the professional theatre.

Each major student will with his departmental advisor design a proposed course of studies best suited to his individual needs and goals. The proposal will then be submitted to the department for final approval. For the student who has not yet determined the vocational direction he wishes to take, a 24-hour core will be recommended to consist of Theatre 231 and 232 (Stage Movement and Acting); Theatre 221 and 222 (Production); Theatre 331 (Direction); 3 courses to be chosen from Theatre 301, 302, 303, 304, and 306 (Theatre Backgrounds and American Theatre); and Theatre 380 (Practicum).

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of his sophomore year.

Theatre

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school—particularly in the area of theatre history, literature, and criticism—are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A detailed information sheet for majors and prospective majors is available in the department office.

090. THEATRE FORUM—This seminar is designed to give theatre majors an opportunity to meet as a group with the theatre faculty, guest artists and others relevant to the field in order to discuss various aspects of contemporary professional and educational theatre. All theatre majors will be required to take this course each semester they are on campus.

NO CREDIT

D. FINN BOTH SEMESTERS

101. INTRODUCTION TO THE THEATRE—Appreciation of the theatre, films, television, and their role in contemporary life. Consideration of history, theory and criticism, acting and directing, and technical areas, primarily from the audience point of view. Intended primarily for the non-major. *May be taken in partial fulfillment of College Cultural heritage requirement.*

THREE HOURS

RALPH, SMITH BOTH SEMESTERS

I. PERFORMANCE

201. VOICE AND DICTION—Course includes the study of the physiology of the speech and hearing mechanisms and the phonemes used in speaking the English language. This is followed by a study of the process of voice production: respiration, phonation, resonance and articulation; it culminates in individual practice in the development and improvement of effectiveness in speech.

THREE HOURS

TAMMI FIRST SEMESTER

211. FUNDAMENTALS OF ACTING I—Basic problems in observation, concentration, characterization, improvisation, and stage make-up. Recommended that major enroll in the sophomore year.

THREE HOURS

RALPH FIRST SEMESTER

212. FUNDAMENTALS OF ACTING II—Continuation of Theatre 211. A study of acting theories from Diderot to the present, and of acting styles appropriate to different periods and dramatic forms. Prerequisite: Theatre 211 or equivalent.

THREE HOURS

FINN, GUEST ARTISTS SECOND SEMESTER

221. THEATRE PRODUCTION I—A study of the technical elements of stagecraft from the educational theatre point of view.

THREE HOURS

SMITH FIRST SEMESTER

Theatre

222. THEATRE PRODUCTION II—History and theory of stage and costume design. Each student will design and execute the technical production of a play. Prerequisite: Theatre 221 or permission of the instructor.

THREE HOURS

SMITH SECOND SEMESTER

223. THEATRE PRODUCTION III: LIGHTING—A study of tools, technology and artistic considerations of theatrical lighting. Attempts to deal with the aesthetic problems of lighting design as the artistic effort of an individual artist working within a producing group.

THREE HOURS

SMITH SECOND SEMESTER

231. HISTORY AND TECHNIQUE OF STAGE MOVEMENT I—Basic problems in stage movement, the use of masks, mime and the voice. Course is to be taken concurrently with Theatre 211. Recommended that majors enroll in sophomore year.

TWO HOURS

TAMMI FIRST SEMESTER

232. HISTORY AND TECHNIQUE OF STAGE MOVEMENT II—Continuation of Theatre 231. Special attention is given to period styles, period dances, and the handling of period costumes. Course is to be taken concurrently with Theatre 34. Prerequisite: Theatre 31.

TWO HOURS

TAMMI SECOND SEMESTER

240. PLAYWRITING— Practice in the art of writing for the stage or screen. Students will move from work on selected special problems to the writing of full one-act or longer scripts. Whenever possible provision will be made for reading performances of work-in-progress; and in cases of exceptional merit arrangements may be made for public performance or screening of a finished script. Course is offered jointly with the department of English. Offered at student request, but no more frequently than every other year. Prerequisite: permission of the instructors.

THREE HOURS

285. FILM COMPOSITION— A basic study of the practice of film-making as an expressive art. Individual and class projects in the writing, planning, photography and editing of motion pictures will familiarize the student with the process of film production. Equipment is provided.

THREE HOURS

GRINDSTAFF BOTH SEMESTERS

331. STAGE DIRECTION I—A basic course in the rudiments of the director's art and responsibility in theatrical production. Practice in the principles of composition, picturization, and dramatic tempo. Consideration of the problems in proscenium, central, and open staging. Prerequisite: Theatre 211 or equivalent.

THREE HOURS

TAMMI SECOND SEMESTER

332. STAGE DIRECTION II—Continuation of Theatre 331. Each student will produce at least two one-act plays. Prerequisite: Theatre 331 or equivalent.

THREE HOURS

FINN FIRST SEMESTER

335. CREATIVE DRAMA TECHNIQUES—Emphasis is on techniques such as improvisation, playmaking, story dramatization, role-playing, creative movement, and creative speech to be used by prospective elementary and secondary teachers and recreation or drama leaders. Course includes observation sessions, studio participation, evaluated practicum experience, a survey of literature in the field, and dramatic education seminars. Recommended for education, theatre, and physical education majors especially. No prerequisites in theatre or education.

TWO HOURS

M. FINN BOTH SEMESTERS

380. THEATRE PRACTICUM—Specialized study of a particular production aspect of the play in performance. A report, the form of which to be governed by the nature of the project, will be submitted to the project supervisor. The student will be assigned to a departmental production as assistant director or assistant designer. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for Practicum who has not taken basic course work in the particular area. Prerequisite: application to the department.

ONE HOUR

STAFF BOTH SEMESTERS

389. GLCA ARTS PROGRAM—The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects including one or both of the following: professional apprenticeship and independent research. Approval by the department is required prior to the student's registering for this course, and the department must approve the student's individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the sophomore or junior year. The registrant must be accepted into the program by the Director of the Program.

SIXTEEN HOURS (MAXIMUM)

BOTH SEMESTERS

590. ADVANCED PROBLEMS IN THEATRE—Independent work for the advanced student in one of the following areas: directing, acting, scene design, lighting, costuming, film production, theatre management. Course is offered on a selective basis by permission of the department. The student must submit in writing a project proposal for departmental approval during the previous semester and prior to registration for the course.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

HISTORY AND THEORY

251. DEVELOPMENT OF THE CINEMA—A study of artistic and social values of the cinema as a contemporary art form. Motion pictures representative of important periods of advancement will be viewed and discussed.

THREE HOURS

D. FINN FIRST SEMESTER

Theatre

253. ART OF THE CINEMA—Analysis of the aesthetic commitments of several filmmakers. Such elements as writing, photography, editing are studied to discover how the objectives of the film are attained.

THREE HOURS

D. FINN SECOND SEMESTER

301. THEATRE BACKGROUNDS I: CLASSICAL PERIOD—A survey of classical Greek, Roman, and Oriental Theatre, and a study of the development of classical Oriental and Occidental themes and techniques in subsequent periods of theatre history. Not recommended for freshmen. Offered alternate years, 1973-74.

THREE HOURS

FIRST SEMESTER

302. THEATRE BACKGROUNDS II: MIDDLE AGES TO THE 17TH CENTURY — A survey of the theatre of medieval Europe; Renaissance Italy, Spain, and France; Elizabethan and Restoration England; and Baroque France. Not recommended for freshmen. Offered alternate years, 1973-74.

THREE HOURS

SECOND SEMESTER

303. THEATRE BACKGROUNDS III: 18TH CENTURY TO THE MODERN PERIOD — A survey of Western theatre in the 18th, 19th and early 20th centuries, to the triumph of realism in Shaw and his contemporaries. Emphasis will be placed on such founders of modern stage practice as Ibsen, Strindberg, Chekhov, Stanislavski, Appia, Reinhardt, and Craig. Not recommended for freshmen. Offered alternate years, 1972-73.

THREE HOURS

TAMMI FIRST SEMESTER

304. THEATRE BACKGROUNDS IV: THE CONTEMPORARY THEATRE—A study of contemporary movements in the theatre, including the variants of modern realism and naturalism, the epic theatre of Piscator and Brecht, the theatre of the absurd, and the theatres of engagement and protest. Not recommended for freshmen. Offered alternate years, 1972-73.

THREE HOURS

RALPH SECOND SEMESTER

306. AMERICAN THEATRE—A study of theatre in the United States from colonial times to the present. Emphasis will be placed on contemporary developments, beginning with O'Neill and the Provincetown Playhouse. Offered alternate years, 1972-73.

THREE HOURS

TAMMI SECOND SEMESTER

351. THEATRE THEORY AND CRITICISM—A study of theories of theatre art and the nature of theatre criticism from Aristotle to the present day. As an outgrowth of this study, together with attendance at dramatic performances, the student will practice the writing of theatre criticism and will be encouraged to formulate his own criteria for theatre art. Offered alternate years, 1973-74.

THREE HOURS

GUEST ARTIST, STAFF FIRST SEMESTER

Theatre

401. RELIGION AND DRAMA—A study of Greek, medieval, and modern drama, focusing on their religious origins. The purpose of the course is to discover how man's view of himself and the world in the drama complements, corrects, or contrasts with the Christian view, and to examine the basis for a Christian drama. *May be taken to fulfill College Senior Religion Seminar requirement.*

THREE HOURS

RALPH SECOND SEMESTER

490. STUDIES IN THEATRE CRITICISM, THEORY AND DRAMATURGY — Study in depth of the work of a playwright, critic, or specific movement or period of theatre history. Course is offered on a selective basis by permission of the department.

TWO or THREE HOURS

STAFF SECOND SEMESTER



Pre-Professional Programs

PRE-PROFESSIONAL PROGRAMS

The liberal arts college is designed to help students live more adequately, and this aim includes preparation for effective and constructive service in a vocation. All of the study that a student does in college can have significant vocational value. In fact industry and business, professional schools, and government agencies are increasingly emphasizing the importance of a broad base of liberal art subjects as the most significant vocational preparation an undergraduate college can give. However, in the present age of technology and specialization, there is need for some intelligent pointing of the student's program toward a field of vocational activity. Furthermore, the college curriculum is planned to include some courses which give specific professional training for vocations in which the collegiate years are the final period of preparation.

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college career as possible. To assist the student in working out this undergraduate program, a number of faculty members with special interests and knowledge have been appointed to serve as vocational advisors. Students are encouraged to bring their inquiries to these advisors. In addition, the college maintains extensive files of career pamphlets and other vocational information in the college library.

The following vocational areas have special advisors, and suggested programs of study for them are separately described in the ensuing pages.

214 Advisors for Students Entering Professions

Biology — Mr. Norton

Business and Economics—
Mr. Heerema

Chemistry (Industrial and
Research) — Mr. Klein

Christian Ministry — Mr. Voogd,
Mr. Bruins

Church Work — Mr. Voogd, Mr. Bruins

Dentistry — Mr. Rieck

Diplomatic and Government
Service — Mr. Hoeksema

Engineering — Mr. Folkert

Journalism — Mr. Hopkins

Law — Mr. Zoetewey

Medicine — Mr. Rieck, Mr. Ockerse,
Mr. Jekel

Medical Technology — Mr. Rieck,
Mr. Ockerse, Mr. Jekel

Music — Mr. Ritsema

Nursing — Mr. Rieck

Teaching

Elementary School — Mr. Dirkse

Secondary School — Mr. Ver Beek

College — Mr. McIntyre or
Department Chairman

Physics — Mr. Frissel

Religion — Mr. Voogd, Mr. Bruins

Social Work — Mr. McIntyre,
Mr. Sebens

Christian Ministry

A program, for pre-seminary students, which embraces substantial blocks of study in all areas recommended by the American Association of Theological Schools. This includes Religion and Bible, Foreign Language, English, Philosophy, Psychology, History and Communication. Single courses of special value to ministerial students, such as Music of the Church, Business Administration, and Religious Education, are also recommended.

Students contemplating the Christian Ministry should consult the chairman of the Religion and Bible Department concerning this and other alternative programs.

Church Work

There are for lay workers many church positions that require a sound college educational program. These include directors of religious education, directors of music, director and teachers of weekday schools of religion, church secretaries and lay leaders in home and foreign missions.

Dentistry

Students who complete the first three years of a pre-medical course will regularly be admitted to a College of Dentistry. It is advisable for the student to select his school of dentistry as soon as possible in order to prepare for the specific requirements of the dental school of his choice.

Most pre-dental students find it advisable to complete either a three or four-year college program for entrance into the Dental School of their choice. See the four-year pre-medical curriculum.

215

Students who plan to attend Hope College only two years for pre-dental study should consult with a member of the Health Professions Committee (Drs. Jekel, Ockerse, Rieck).

Consult with the pre-dental advisor concerning the Dental Aptitude Test required of all pre-dental students.

Diplomatic and Government Work

Students desiring to enter the Foreign Service or some other area of government work should concentrate primarily in the social sciences. Courses in American history, political science, economics, and business administration are recommended for persons intending to go into public administration. Those students who desire to enter the Foreign Service should seek as broad a knowledge as possible in History, Economics, Political Science, and English.

Pre-Professional Program

Students who wish to enter other branches of governmental work should major in Business Administration, Economics or Political Science.

Engineering

Students interested in a pre-engineering course should have completed the following in high school: four semesters of algebra, two semesters of geometry with some solid geometry included, one semester of trigonometry, two semesters of drawing, and two years of foreign language.

A 3-2 engineering program has been arranged with the University of Michigan, (Ann Arbor and Dearborn), Michigan State University, Rensselaer Polytechnic Institute and the University of Southern California in which the student takes three years of undergraduate work at Hope and completes his professional engineering training in two years at one of the four universities. During his second year at Hope, the student should make application for a major in Engineering Science through the Engineering advisor listed on page 214.

Journalism

Because of the great variety of vocations in journalism, the College strives to give the student a broad base of knowledge and skills fundamental to all of these forms of journalistic work. Interested students are advised, therefore, to enroll in all the relevant writing courses offered, such as advanced composition, creative writing, and fundamentals of journalism. In addition, a broad study of the social sciences is highly recommended.

216 A number of positions on the campus newspaper, the *anchor*, and on the literary review, the *Opus*, and the yearbook, the *Milestone*, provide practical experience in various aspects of journalism: editorial work, news reporting, proofreading, advertising, radio script writing, and other techniques.

Law

A recent report on pre-legal education emphasized these points: First, a thorough grounding in economics, government, and history is essential. Second, the ability to think straight and to write and speak in clear, forceful, attractive English is fundamental. Third, since law is neither to be studied nor to be practiced in a vacuum, the undergraduate should range as widely as possible in order to understand his environment — physical, physiological, psychological, social and ethical. Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific pre-professional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the qualities listed above.

Pre-Professional Program

Practically speaking, then, the pre-law student would do well to choose as his area of concentration—economics, English, history, or political science. He should take a number of courses in writing. Finally, he should range widely in the arts and sciences.

Librarianship

According to his interests and abilities, the library school graduate may choose from a wide field of employment at home or in foreign countries. Opportunities are many in such fields as public, academic, and special libraries; at present there is a great shortage of qualified persons to fill these positions.

All library schools stress a basic preparation of four years in a liberal arts college to insure a well-rounded general education and some still make the bachelor's degree a requirement for admission. There is a trend toward the introduction of library science courses at the under-graduate level, but the student who receives a bachelor's degree without courses in library science should plan on a full year of study for a professional library degree. Practical experience in a library is highly desirable as a prerequisite and students who contemplate library work as a career would profit by working as a student assistant while at Hope.

Especially recommended for undergraduate preparation for library school are a wide knowledge of literature including English, American and World Literature; a reading knowledge of two modern languages; courses in sociology, political science and psychology, and survey courses in science. Students who wish to specialize in school library work should take the education courses required by their state accrediting agencies for teacher's certificates. Special librarianship calls for a rich background in the subject of particular interest.

Library schools and other organizations including the Michigan State Library, 217 offer scholarships and fellowships to qualified students.

Medical Technology

All schools for Medical Technology approved by the American Medical Association require at least 90 semester hours of college work, with a full degree program recommended by many of them. A minimum of 16 semester hours of chemistry, 16 semester hours of biology and 3 semester hours of mathematics are required.

Information about specific schools can be obtained from: The Registry of Medical Technologists, Muncie, Indiana. The program in these schools runs for one calendar year.

Pre-Professional Program

Medicine

A premedical student may take an academic major in any field in which he has a sincere interest. It has been found that those who are most successful in medical school have had undergraduate majors in biology or chemistry, however. Regardless of the student's choice of major field, the person oriented toward a career in medicine should take Biology 111 and 112. Chemistry 111, 115, 121, 221, 225, 256 and 231 and Physics 121, 122, and 223 as well as either Mathematics 121 or 131. It is also recommended that the student take biology during his first year.

It should be emphasized that the premedical program is not a rigid one, and that each student will be permitted considerable latitude in selection of courses beyond those required by the medical schools.

Students interested in medicine are requested to contact a member of the Health Profession committee (Drs. Rieck, Jekel or Ockerse) as soon as possible after they arrive at Hope.

Music

Students who wish to turn their interest in music to vocational purposes have as their goal teaching, the concert stage, or church-music directing. Two complete Bachelor of Music degree programs have been established to prepare students for public school teaching, from kindergarten through the twelfth grade: the Bachelor of Music in Vocal Music Education, or the Bachelor of Music in Instrumental Music Education. These programs are outlined in detail under the Music Department description of courses. For those who wish to prepare as performing artists, the Bachelor of Music in Performance is also described in the music section of this catalog. For those students who particularly wish to follow a music major course of study to prepare for a career as a musicologist or a music librarian, or to follow music as an avocation, the Bachelor of Arts degree program, with a major in Music Literature and History or Music Theory is similarly described in the music section. Students wishing to major in music for any of these purposes need to follow a sequence of courses that extends through the four years. Consequently, it is important that they enter the prescribed music program in the freshman year. To prevent serious complications, the entering freshman who intends to major in music should make an appointment for an interview with the chairman of the Music Department *before* completing his registration for the first semester. It would be wise, also, to request an advisor from the music department faculty. The program for the last two years will be outlined by the department chairman in conference with the student.

Nursing

Higher education is increasingly important in the training of nurses and makes for greater advancement and success in the profession. The better hospitals now insist on having some college graduates in every new class and select the other students in part on the amount of college education they have.

Pre-Professional Program

Students of good scholastic ability are advised, if finances permit, to complete their A.B. at Hope College — majoring in Biology — and then enter a nursing school which will grant them an M.S. in nursing science in addition to their nursing certificate. Instead of obtaining the A.B. degree before training, many students take one or two years of college work previous to nurses training and return afterward for one or two more years and thus obtain their A.B. degree in addition to their nursing certificate. Normally, the nurses training program is considered the equivalent of one year of academic study. The College Health Service offers the opportunity to several graduate nurses to be self-supporting while attending college.

Students planning on entering nursing school should secure catalogs and information from various Schools of Nursing in order to ascertain the particular college prerequisites for entering their training program. The special advisor in nursing should also be consulted in making out the course program.

Social Work

Students desirous of pursuing pre-professional education for social work should elect the Psychology-Sociology composite major described on page 71. The major is designed to acquaint students with theoretical perspectives in Psychology, Sociology and Anthropology as well as substantive material from these disciplines.

Graduate schools of social work are interested in students who have a broadly based liberal arts education and a theoretical background in the social science disciplines. The present job market reflects the advisability and preference for Spanish as a second language.

Students contemplating the Psychology-Sociology major should consult the Sociology or Psychology departments by the end of their sophomore year for more complete information regarding the major. 219

Teaching — College

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.

Michigan Scholars in College Teaching Program

Hope College is a participant with four other Michigan liberal arts colleges and the University of Michigan in a cooperative program to provide counsel, guidance and special curricular and extra curricular opportunities to academically

Pre-Professional Program

talented students who are interested in college teaching as a profession. In the Junior year, such students are advised to follow the special course sequences recommended by their major department, and to continue in mastery of one or more foreign languages. Students who are selected to become Senior Scholars in this program are practically involved in some phase of teaching under departmental supervision, and are enrolled in a seminar or Senior Honors Project course.

In several areas cooperative course planning between Hope College and the University of Michigan or the University of Chicago leads to special consideration for graduate study at these universities and preference in scholarship awards.

Teaching

Students must be formally admitted to the Teacher Education program. Information concerning admission criteria and procedures is available in the office of the Department of Education.

Secondary School

Students planning to teach in the secondary school should follow the requirements for certification as established by the state in which they wish to teach. In addition, they must complete the college requirements for a major in one department. Inasmuch as teaching requirements vary in some of the states, students should consult with the Teacher Placement Office of the college Department of Education at least by their sophomore year.

220

Elementary School

Students planning to teach in the elementary school should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirements for a major in one department or the special composite major designed for elementary school teachers. Inasmuch as teaching requirements vary in some of the states and careful planning is necessary in order that the student can complete all of the general requirements for a college degree and a sound professional program, a student should consult with the Director of the Elementary Teaching program as early in his college career as possible, preferably the Freshman year.

The Directories

THE BOARD OF TRUSTEES

THE FACULTY

ADMINISTRATIVE STAFF

**WOMEN'S LEAGUE FOR
HOPE COLLEGE**

ALUMNI ASSOCIATION

THE BOARD OF TRUSTEES

Term Expires 1972

Rev. Albertus G. Bossenbroek	Hastings-on-Hudson, New York
Mr. Titus J. Hager	Grand Rapids, Michigan
Dr. Fritz V. Lenel	Rensselaer, New York
Mr. Willard C. Wichers	Holland, Michigan
Dr. John Hollenbach (Faculty)	Holland, Michigan

Term Expires 1973

Mr. Clarence J. Becker	Holland, Michigan
Mr. Kenneth P. E. De Groot	Encinitas, California
Mrs. Norman Vincent Peale	New York, New York
Dr. George H. Vanderborgh	West Sayville, Long Island, New York
Dr. Arthur Jentz (Faculty)	Holland, Michigan

Term Expires 1974

Mr. John G. Dinkeloo	Hamden, Connecticut
Mr. Robert Haack	Potomac, Maryland
Rev. Russell W. VandeBunte	Kalamazoo, Michigan
Dr. Herbert S. Van Wyk	Richboro, Pennsylvania
Mr. James M. VerMeulen	Grand Rapids, Michigan

Term Expires 1975

Rev. Bernard Brunsting	Scarsdale, New York
Mr. Hugh De Pree	Zeeland, Michigan
Mrs. Harrison Smith	Greenwich, Connecticut
Mr. A. Dale Stoppels	Grand Rapids, Michigan

Term Expires 1976

Mr. Richard A. De Witt	Holland, Michigan
Rev. Chester Droog	Cerritos, California
Rev. Gordon Van Oostenburg	Holland, Michigan
Dr. Fredrick F. Yonkman	Marion, Massachusetts

Term Expires 1977

Dr. Leon Bosch	Evanston, Illinois
Mr. George Heeringa	Holland, Michigan
Mr. Howard Sluyter	Dallas, Texas

Serving Ex Officio

Dr. Gordon J. Van Wylen	President of the College
-------------------------	--------------------------

Honorary Members

Mr. Ekdal J. Buys	Grand Rapids, Michigan
Dr. Irwin J. Lubbers	Des Moines, Iowa

THE FACULTY

- GORDON J. VAN WYLEN—*President and Professor of Physics* (1972)*
A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of
Technology, 1951
- MORRETTE L. RIDER—*Dean for Academic Affairs and Professor of Music* (1947)
B.Mus., University of Michigan, 1942; M.Mus., University of Michigan,
1947; Ed. D., Columbia University, 1955
- JOHN W. STEWART—*Associate Dean for Academic Affairs and Assistant Professor of
History* (1967)
B.A. Westminster College, 1956; B. D., Pittsburgh Theological Seminary,
1959; M.A., University of Pittsburgh, 1962

President Emeritus

- IRWIN J. LUBBERS—*President Emeritus* (1923-1963)
B.A., Hope College; M. A., Columbia University; Ph.D., Northwestern
University; LL.D., Central College; Litt.D., Rutgers University;
Litt. D., Hope College

Chancellor Emeritus

- WILLIAM VANDER LUGT—*Chancellor and Distinguished Professor-At-Large
Emeritus* (1954-1972)
B.A., Calvin College; M.A., University of Michigan;
Ph.D., University of Michigan; Litt. D., Central College

Faculty Emeriti

- NORMA BAUGHMAN—*Assistant Professor-Emeritus of Music* (1947-1962)
College of Music, Cincinnati
- LOIS BAILEY—*Associate Professor-Emeritus of Library Science* (1954-1968)
B.A. Monmouth College; M.A., University of Wisconsin;
B.S. in L.S., Western Reserve University
- TUNIS BAKER—*Professor-Emeritus of Science Education* (1957-1966)
A.B., Hope College; A.M., Columbia University; Ph.D., New York University
- EDWARD BRAND—*Professor-Emeritus of English* (1946-1972)
B.A., Central College; M.A., University of Iowa;
Ed.D., University of Denver

223

*The figures in parentheses indicate the year in which the person began his service at Hope College. A second figure in parentheses indicates the year of beginning the present appointment after interruption in the period of service. In the Emeriti section, the year of retirement is also given.

The Faculty

- CLARENCE DE GRAAF—*Professor-Emeritus of English* (1928-1972)
B.A., Calvin College; M.A., University of Michigan;
Ed.D. in English, University of Michigan
- RUTH DE WOLFE—*Instructor-Emeritus of English* (1956-1965)
A.B., Wellesley College; A.M., Columbia University
- WILLIAM J. HILMERT—*Professor-Emeritus of Religious Education* (1952-1969)
B.A., Hope College; B.D., Western Theological Seminary
- CLARENCE KLEIS—*Professor-Emeritus of Physics* (1921-1964)
A.B., Hope College; A.M., University of Michigan
- BASTIAN KRUTHOF—*Professor-Emeritus of Religion* (1944-1947) (1957-1972)
B.A., Calvin College; M.A., University of Michigan;
D.D., Hope College; Ph.D., University of Edinburgh
- NELLA MEYER—*Professor-Emeritus of French* (1923-1965)
A.B., University of Wisconsin; A.M., Columbia University
- JANET MULDER—*Archivist-Emeritus* (1952-1968)
A.B., Hope College
- ZOE MURRAY—*Associate Professor-Emeritus of English* (1960-1970)
B.A., Sul Ross State College; M.A., Baylor University
- MARGUERITE MEYER PRINS—*Professor-Emeritus of French* (1919-1962)
A.B., Hope College; A.M., University of Wisconsin
- EMMA REEVERTS—*Associate Professor-Emeritus of English, Dean of Women*
(1946-1963)
A.B., Hope College; A.M., University of Michigan
- METTA ROSS—*Professor-Emeritus of History* (1926-1960)
A.B., Hope College; A.M., University of Michigan
- HELEN SCHOON—*Associate Professor-Emeritus of Education* (1946-1967)
A.B., Northwestern University; A.M., University of Michigan
- JOHN SCHOUTEN—*Director of Physical Education-Emeritus* (1918-1952)
A.B., Hope College
- WILLIAM SCHRIER—*Professor-Emeritus of Speech* (1939-1969)
B.A., M.A., Ph.D., University of Michigan
- MILDRED E. SINGLETON—*Librarian-Emeritus* (1949-1959)
A.B., A.M., University of Oklahoma; B.S., University of Illinois;
M.S., University of Columbia
- ESTHER M. SNOW—*Assistant Professor-Emeritus of German* (1937-1965)
A.B., Hope College; A.M., Michigan State University

The Faculty

- HENRY STEFFENS—*Treasurer and Vice President for Finance-Emeritus* (1946-1968)
A.B., Hope College; A.M. Northwestern University
- ALBERT TIMMER—*Director of Admissions-Emeritus* (1923-1964)
A.B., Hope College; A.M., University of Michigan
- ALVIN W. VANDERBUSH—*Professor-Emeritus of Political Science* (1945-1972)
B.A., Hope College; M.A., University of Michigan
- JAMES D. VAN PUTTEN—*Professor-Emeritus of Political Science* (1952-1969)
B.A., Hope College; M.A., Columbia University;
B.D., Presbyterian Seminary; Ph.D., University of Chicago
- EVA VAN SCHAACK—*Professor-Emeritus of Biology* (1956-1969)
B.A., Hope College; Ph.D., The Johns-Hopkins University
- JOHN J. VER BEEK—*Professor-Emeritus of Education and Director of Student Teaching and Certification* (1950-1971)
B.A., Hope College; M.A., University of Michigan
- REIN VISSCHER—*Business Manager-Emeritus* (1946-1965)
- EDWARD J. WOLTERS—*Professor-Emeritus of Latin and Chairman of Classical Languages* (1926-1966)
A.B., Hope College; A.M., University of Michigan
- DWIGHT B. YNTEMA—*Professor-Emeritus of Economics and Business Administration* (1931-1932) (1946-1967)
A.B., Hope College; A.M., Ph.D., University of Michigan

The Teaching Faculty

225

- JOHN B. ANDERSON—*Assistant Professor of Geology* (1972)
B.S., University of South Alabama, 1968; M.S., University of New Mexico, 1970; Ph.D., Florida State University, 1972
- CHARLES C. ASCHBRENNER—*Associate Professor of Music* (1963)
B.Mus., University of Illinois, 1959; M.Mus., Yale University, 1963
- HAROLD BAKKER — *Assistant Professor of Education* (1969)
A.B., Salem College, 1947; M.A., Syracuse University, 1955
- LESLIE R. BEACH — *Professor of Psychology* (1964)
B.A., Houghton College, 1949; M.Ed., Wayne State University, 1954;
Ph.D., University of Michigan, 1957
- CYNTHIA M. BEAN—*Instructor in Physical Education* (1972)
B.S., Bridgewater State College, 1969; M.A., University of Maryland, 1972
- ALAN C. BEDELL — *Assistant Professor of German* (1971)
B.A., Albion College, 1962; M.A., University of Colorado, 1966

The Faculty

- WAYNE G. BOULTON—*Assistant Professor of Religion* (1972)
A.B., Lafayette College, 1963; B.D., McCormick Theological Seminary, 1967; M.A., Duke University Graduate School, 1970; Ph.D., Duke University Graduate School, 1972
- ALLEN BRADY—*Professor of Biology* (1964) (1966)
B.S., University of Houston, 1955; M.S., University of Houston, 1959; Ph.D., Harvard University, 1964 (on leave 1972-73)
- GORDON M. BREWER — *Director of Athletics and Assistant Professor of Physical Education* (1956)
B.A., Hope College, 1948; M.A., University of Michigan, 1952
- IRWIN J. BRINK — *Professor of Chemistry* (1957)
B.A., Hope College, 1952; Ph.D., University of Illinois, 1957
- RICHARD T. BROCKMEIER—*Professor of Physics* (1966)
B.A., Hope College, 1959; M.S., California Institute of Technology, 1961; Ph.D., California Institute of Technology, 1965
- EUGENE W. BROWN — *Instructor in Physical Education* (1970)
B.S.E., State University College, 1968; M.A., University of Iowa, 1970
- ROBERT S. BROWN — *Associate Professor of Psychology* (1960)
B.A., Western Michigan University, 1950; M.A., University of Michigan, 1952; Ed.D., Michigan State University, 1963
- ELTON J. BRUINS — *Associate Professor of Religion and Acting Chairman of the Department* (1966)
B.A., Hope College, 1950; B.D., Western Theological Seminary, 1953; S.T.M., Union Theological Seminary, 1957; Ph.D., New York University, 1962 (on leave second semester 1972-73)
- DEAN BRYSON—*Associate Professor of Education* (1971)
B.S., Northern State College, 1960; M.S., Northern State College, 1962; Ed.D., University of Nebraska, 1968
- JAMES E. BULTMAN—*Associate Professor of Education* (1968)
A.B., Hope College, 1963; M.A., Western Michigan University, 1966; Ed.D., Western Michigan University, 1971
- HECTOR BURKE — *Assistant Professor of Education and Director of Upward Bound* (1971)
B.A., San Jose State College, 1960; M.A. San Jose State College, 1962
- MARIA CASTILLO — *Assistant Professor of Spanish* (1967)
B.S., Instituto, S. Clara; Ph.D., University of Havana

The Faculty

- ROBERT W. CAVANAUGH — *Professor of Music* (1940) (1946)
B.A., University of Wisconsin, 1937; B.Mus., American Conservatory of Music, 1939; M.Mus., American Conservatory, 1940;
Ed.D. in Music, University of Michigan, 1953
- ROBERT M. CECIL — *Associate Professor of Music* (1962)
B.S., Juilliard School of Music, 1949; B.Mus., Yale University School of Music, 1951; M.Mus., Yale University School of Music, 1952
- DAVID L. CLARK — *Associate Professor of History* (1963)
B.A., Yale University, 1954; B.D., Episcopal Theological School, 1957; Th.D., Harvard University, 1967 (on leave 1972-73)
- WILLIAM COHEN — *Assistant Professor of History* (1971)
B.A., Brooklyn College, 1957; M.A., Columbia University, 1960;
Ph.D., New York University, 1968
- JOAN CONWAY — *Assistant Professor of Music* (1969)
B.S.M.E., Lebanon Valley College, 1957;
M.Mus., Manhattan School of Music, 1959
- ROBERT COUGHENOUR — *Associate Professor of Religion* (1969)
B.S., Indiana University of Pennsylvania, 1953; B.D., Pittsburgh Theological Seminary, 1960; M.A., Western Reserve University, 1967; Ph.D., Case Western University, 1972
- JOHN A. CREVIÈRE — *Associate Professor of French* (1969)
B.A., College of St. Thomas, 1962; M.A., Université Laval, Québec, 1963; Ph.D., Université Laval, Québec, 1967
- EARL CURRY — *Associate Professor of History* (1968)
B.S., Iowa State University, 1960; M.A., University of Minnesota, 1962; Ph.D., University of Minnesota, 1966
- ROGER E. DAVIS — *Assistant Professor of Music* (1963)
B.S. in Music Education, University of Akron, 1957; B.Mus., Oberlin College, 1962; M.Mus., Northwestern University, 1963
(on leave first semester 1972-73)
- NEIL F. DE BOER — *Instructor in Economics & Business Administration* (1969)
B.A., Hope College, 1966; M.A., University of Michigan, 1968;
M.B.A., University of Michigan, 1968
- HERBERT L. DERSHEM — *Assistant Professor of Mathematics* (1969)
B.A., University of Dayton, 1965; M.S., Purdue University, 1967;
Ph.D., Purdue University, 1969
- RUSSELL B. DE VETTE — *Associate Professor of Physical Education* (1948) (1953) (1955)
B.A., Hope College, 1947; M.A., University of Michigan, 1948

The Faculty

- JANE R. DICKIE—*Assistant Professor of Psychology* (1972)
B.A., Alma College, 1968; M.A., Michigan State University, 1970;
Ph.D., Michigan State University (1972)
- LAMONT DIRKSE — *Associate Professor of Education and Chairman of the Department* (1964)
B.A., Hope College, 1950; M.A., Northwestern University, 1951
- MICHAEL P. DOYLE — *Associate Professor of Chemistry* (1968)
B.S., College of St. Thomas, 1964; Ph.D., Iowa State University, 1967
- JERRY W. DUSSEAU — *Assistant Professor in Biology* (1970)
B.A., Earlham College, 1963; M.S., Louisiana State University, 1966; Ph.D., Louisiana State University, 1969
- D. IVAN DYKSTRA — *Professor of Philosophy and Chairman of the Department* (1947)
B.A., Hope College, 1935; Th.B., Western Theological Seminary, 1938; Ph.D., Yale University, 1945
- ROBERT ELLSWORTH ELDER, Jr. — *Assistant Professor of Political Science* (1969)
B.A., Colgate University, 1964; M.A., Duke University, 1969;
Ph.D., Duke University, 1971
- EDWARD L. ERVIN — *Associate Professor of Biology* (1967)
B.A., University of Cincinnati 1962; M.S., University of Wisconsin 1966;
Ph.D., University of Wisconsin, 1967
- MARJORIE HULL FABER—*Assistant Professor of French* (1968)
B.A., Eastern Michigan University, 1965;
M.A., Eastern Michigan University, 1968
- FRANCIS G. FIKE — *Associate Professor of English* (1968)
A.B., Duke University, 1954; B.D., Union Theological Seminary, 1957;
M.A., Stanford University, 1958; Ph.D., Stanford University, 1964
- DONALD V. FINN, Jr. — *Assistant Professor of Theatre* (1967)
B.A., University of Minnesota, 1962;
M.A., University of Minnesota, 1967
- JAY E. FOLKERT — *Professor of Mathematics* (1946)
B.A., Hope College, 1939; M.A., University of Michigan, 1940;
Ph.D., Michigan State University, 1955
- PAUL G. FRIED — *Professor of History and Chairman of the Department, Director of International Education* (1953)
B.A., Hope College, 1946; M.A., Harvard University, 1947;
Ph.D., Erlangen, Germany, 1949

The Faculty

- HARRY F. FRISSEL — *Professor of Physics and Chairman of the Department* (1948)
B.A., Hope College, 1942; M.S., Iowa State University, 1943;
Ph.D., Iowa State University, 1954
- ROBERT GRANT — *Assistant Professor of Library Science and Humanities Librarian* (1970)
A.B., Wheaton College, 1966; M.S.L.S., Western Reserve University, 1967; M.A., University of Windsor, Ontario, 1971
- LAWRENCE J. GREEN — *Professor of Physical Education* (1952)
B.A., Central College, 1946; M.S., Drake University, 1950;
Ph.D., University of Iowa, 1955
- ELDON D. GREIJ — *Associate Professor of Biology* (1962) (1969)
B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962; Ph.D., Iowa State University, 1969
- MICHAEL GRINDSTAFF — *Instructor in Theater* (1970)
B.A., Lycoming College, 1965; M.F.A., Pennsylvania State University, 1971
- MELVIN W. HARJU — *Assistant Professor of Economics* (1971)
B.A., Knox College, 1963; M.A., University of Florida, 1968;
Ph.D., University of Florida, 1972
- PATRICK R. HARRISON — *Assistant Professor of Psychology* (1972)
B.S., Ohio State University, 1960; Ph.D., University of Tennessee, 1972
- DOUGLAS L. HEEREMA — *Associate Professor of Economics and Chairman of the Department* (1970)
B.A., Central College, 1961; M.A., University of Iowa, 1963;
Ph.D., University of Iowa, 1966 (on leave first semester 1972-73)
- WERNER W. HEINE — *Associate Professor of German* (1960)
B.A., Michigan State University, 1959;
M.A., Michigan State University, 1961
- STEPHEN I. HEMENWAY — *Assistant Professor of English* (1972)
A.B., College of the Holy Cross, 1964; M.A., Boston College, 1967;
Ph.D., University of Illinois, 1972
- JAMES P. HENDERSON — *Assistant Professor of Economics and Business Administration* (1967)
B.A., Beloit College 1960; M.A., Northern Illinois University, 1967
- WILLIAM C. HILLEGONDS — *College Chaplain* (1965)
B.A., Hope College, 1949; B.D., Western Theological Seminary, 1951;
S.T.M., University of Dubuque, 1971

The Faculty

- RENZE L. HOEKSEMA — *Professor of Political Science* (1971)
B.A., Hope College, 1948; M.A., Ph.D., Harvard University, 1956
- LYNN M. HOEPFINGER — *Associate Professor of Chemistry* (1967)
B.A., Hastings College, 1963; Ph.D., Purdue University, 1968
- JANTINA W. HOLLEMAN — *Associate Professor of Music* (1946)
B.A., Central College, 1943; M.A., Columbia University, 1946
- JOHN W. HOLLENBACH — *Professor of English* (1945)
B.A., Muhlenberg College, 1934; M.A., Columbia University, 1935;
Ph.D., University of Wisconsin, 1941 (on leave second semester, 1972-73)
- JACK E. HOLMES — *Assistant Professor of Political Science* (1969)
B.A., Knox College, 1963; M.A., University of Denver, 1967
- JOHN EDWARD HOPKINS — *Associate Professor of Communication and Chairman of the Department* (1969)
B.A., Marietta College, 1965; M.A., Ohio University, 1966;
Ph.D., Ohio University, 1970
- DENNIS E. HULL — *Instructor in Economics and Business Administration* (1971)
B.S.E.E., Washington State University, 1965;
M.B.A., Indiana University, 1971
- CHARLES A. HUTTAR — *Professor of English and Chairman of the Department* (1966)
B.A., Wheaton College, 1952; M.A., Northwestern University, 1953;
Ph.D., Northwestern University, 1956
- HOWARD M. IAMS — *Instructor in Sociology* (1970)
A.B., Indiana University 1967; A.M., University of Michigan, 1969
(on leave 1972-73)
- EUGENE C. JEKEL — *Professor of Chemistry* (1955)
B.A., Hope College, 1952; M.S., Purdue University, 1955;
Ph.D., Purdue University, 1964
- R. DIRK JELLEMA — *Associate Professor of English* (1964)
B.A., Calvin College, 1960; M.F.A., University of Oregon, 1964
- CAROL L. JUTH — *Instructor in Library Science & Social Sciences Librarian* (1970)
B.A., Oakland University, 1968; M.S.L., Western Michigan University, 1969
- ARTHUR H. JENTZ, Jr. — *Professor of Philosophy* (1962)
B.A., Hope College, 1956; B.D., New Brunswick Seminary, 1959;
Ph.D., Columbia University, 1965

- DAVID KLEIN — *Professor of Chemistry and Chairman of the Department* (1964) (1969)
B.A., Albion College, 1954;
Ph.D., Case Institute of Technology, 1959
- ANTHONY KOOIKER — *Professor of Music* (1950)
B.Mus., Northwestern University, 1942; M.Mus., University of Rochester, 1944; Ph.D., University of Rochester, 1962
- GEORGE KRAFT — *Assistant Professor of Physical Education* (1967)
B.A., Wheaton College, 1962; M.S., Indiana University, 1965
P.E.D., Indiana University 1971.
- LEROY LEBBIN—*Associate Professor of Library Science and Director of Libraries* (1969)
A.B., Hope College, 1961; M.A., University of Michigan, 1962;
M.S. in L.S., Case Western Reserve University, 1967
- SANG H. LEE — *Assistant Professor of Religion* (1970)
B.A., The College of Wooster, 1960; B.D., Harvard Divinity School, 1963;
Ph.D., Harvard University, 1972
- CARROLL LEHMAN — *Assistant Professor of Music* (1970)
B.S., Eastern Mennonite College, 1964; M.A., University of Iowa, 1968
- JOSEPH W. MAC DONIELS—*Assistant Professor of Communication* (1972)
B.A., Culver-Stockton College, 1963; M.S., George Williams College, 1965;
Ph.D., University of Kansas, 1972
- DAVID MARKER—*Professor of Physics and Director of the Computation Center* (1965)
B.A., Grinnell College, 1959; M.S., Pennsylvania State University, 1962; Ph.D., Pennsylvania State University, 1966
- A. CHARLES McBRIDE — *Assistant Professor of Biology* (1969)
B.A., University of Missouri, 1956;
Ph.D., University of Missouri, 1967
- BRUCE McCOMBS — *Assistant Professor of Art* (1969)
B.F.A., Printmaking, Cleveland Institute of Art, 1966;
M.F.A., Printmaking, Tulane University, 1968
- WILLIAM RUSSELL McINTYRE— *Professor of Sociology and Chairman of the Department* (1971)
B.A., Northwestern University, 1939; M.A., Northwestern University, 1940;
Ph.D., Northwestern University, 1951
- GERHARD F. MEGOW — *Professor of German* (1959)
B.A., Indiana University, 1951; M.A., Indiana University, 1952;
Ph.D., Indiana University, 1959 (on leave second semester 1972-73)

The Faculty

DELBERT L. MICHEL—*Associate Professor of Art* (1964)

B.A., De Pauw University, 1961; M.F.A., State University of Iowa, 1964
(on leave 1972-73)

M. HAROLD MIKE — *Associate Professor of Communication and Director
of Forensics* (1962)

B.A., Western Michigan University, 1931;
M.A., University of Michigan, 1940

NANCY SONNEVELDT MILLER—*Associate Professor of English* (1968)

A.B., Hope College, 1962; M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968

JOYCE M. MORRISON — *Assistant Professor of Music* (1962)

B.A., Augustana College, 1953; M.Mus., American Conservatory of
Music, 1959; M.Mus., American Conservatory of Music, 1961

JAMES P. MOTIFF—*Associate Professor of Psychology* (1969)

B.S., St. Norbert College, 1965; M.A., University of South
Dakota, 1967; Ph.D., University of South Dakota, 1969

JOAN E. MUELLER — *Professor of English* (1960)

B.A., Ohio Wesleyan University, 1950; M.A., Ohio Wesleyan
University, 1951; Ph.D., Ohio State University, 1959

WILLIAM S. MUNGALL — *Assistant Professor of Chemistry* (1971)

B.A., State University of New York at Buffalo, 1967;
Ph.D., Northwestern University, 1970

DAVID G. MYERS — *Associate Professor of Psychology and Chairman of the Depart-
ment* (1967)

B.A., Whitworth College, 1964; M.A., University of Iowa, 1966;
Ph.D., University of Iowa, 1967

NORMAN J. NORTON — *Professor of Biology and Chairman of the
Department* (1964)

B.S., Southern Illinois University, 1958; M.S., University of
Minnesota, 1960; Ph.D., University of Minnesota, 1963

RALPH OCKERSE—*Professor of Biology* (1966)

B.A., State Teachers College, Netherlands, 1956; B.S., Baldwin
Wallace College, 1962; Ph.D., Yale University, 1966

ROBERT PALMA — *Assistant Professor of Religion* (1966)

B.A., Calvin College, 1956; B.D., Calvin Seminary, 1959;
Ph.D., University of Edinburgh, 1970

WALTER PANCIK — *Assistant Professor of English* (1968)

B.A., Adelbert College, 1964; M.A., University of Michigan, 1965

The Faculty

SANDRA PARKER—*Assistant Professor of Physical Education* (1967)
B.A., Hope College, 1965; M.A., Western Michigan University, 1971

STEPHEN A. PARTINGTON—*Professor of Education* (1948) (1971)
B.A., Wheaton College, 1929; M.A., University of Michigan, 1938;
L.L.D., Central Michigan University, 1968

DANIEL PAUL — *Associate Professor of Education* (1966)
B.A., Hope College, 1950; M.A., University of Michigan, 1957;
Ed.S., Western Michigan University, 1964

G. LARRY PENROSE—*Assistant Professor of History* (1970)
B.A., Portland State College, 1966; M.A., Indiana University, 1968

MICHAEL B. PETROVICH — *Assistant Professor of History* (1966) (1969)
University of Ljubljana, Yugoslavia, 1954;
B.A., Shepherd College, 1960; M.A., University of Chicago, 1965

ORESTES GÓMEZ PINO — *Assistant Professor of Spanish* (1968)
B.A., Colorado State University, 1966;
M.A.T., Colorado State University, 1968

LAMBERT J. PONSTEIN—*Professor of Religion* (1952)
B.A., Hope College, 1948; B.D., Western Theological
Seminary, 1952; S.T.M., Oberlin College, 1959

CHARLES L. POWELL — *Assistant Professor of Linguistics* (1971)
B.Sc., Tuskegee Institute, 1952; M.A., University of Wyoming, 1955

ALBERT JAMES PRINS — *Professor of English* (1946)
B.A., Hope College, 1938; M.A., University of Michigan, 1939;
Ed.D. in English, University of Michigan, 1963

GEORGE RALPH — *Assistant Professor of Theatre and Chairman of the
Department* (1966)
B.A., Stanford University, 1957; B.D., Union Theological
Seminary, 1960; M.A., Northwestern University, 1966

ELIZABETH REEDY — *Preceptor in English** (1967)
B.A., Lake Forest College, 1961; M.A., Yale University, 1962;
Ph.D., Yale University, 1967

ROBERT REINKING — *Assistant Professor of Geology* (1970)
B.S., Colorado College, 1963; M.S., University of Illinois, 1965;
Ph.D., University of Illinois, 1967

*The title of Preceptor is given to those faculty members who wish to hold a non-rank designation in preference to one of the established academic ranks.

The Faculty

JAMES HENRY REYNIERSE—*Professor of Psychology* (1969)

A.B., Calvin College, 1959; M.A., Michigan State University, 1961; Ph.D., Michigan State University, 1964

WILLIAM REYNOLDS — *Assistant Professor of English* (1971)

A.B., Xavier University, 1966; M.A., Columbia University, 1967; Ph.D., University of Illinois in Urbana, 1971

MORRETTE L. RIDER — *Dean for Academic Affairs and Professor of Music* (1947)

B.Mus., University of Michigan, 1942; M.Mus., University of Michigan, 1947; Ed.D., Columbia University, 1955

JACK R. RIDL — *Instructor in English* (1971)

B.A., Westminster College, 1967; M.Ed., Westminster College, 1970

NORMAN W. RIECK — *Associate Professor of Biology* (1962)

B.A., Hope College, 1953; M.S., University of Michigan, 1956; Ph.D., University of Michigan, 1957

ROGER J. RIETBERG — *Associate Professor of Music* (1954)

B.A., Hope College, 1947;
S.M.M., Union Theological Seminary, N. Y., 1949
(on leave second semester 1972-73)

ROBERT RITSEMA—*Associate Professor of Music and Chairman of the Department* (1967)

B.A., Hope College, 1957; M.M., University of Michigan, 1959; Ed.D. in Mus., University of Michigan, 1971

HARRISON RYKER — *Assistant Professor of Music* (1968)

B.A., University of California, 1959; M.M., University of Washington, 1968; Ph.D., University of Washington, 1971

PETER J. SCHAKEL—*Associate Professor of English* (1969)

B.A., Central College, Iowa, 1963; M.A., Southern Illinois University, 1964; Ph.D., University of Wisconsin, 1969

CARL F. SCHACKOW — *Assistant Professor of Education* (1970)

B.S., Wittenberg University, 1959; M.S., Northern Illinois University, 1963; Ph.D., Miami University, 1971

CHRISTOPHER K. SCHMIDT — *Assistant Professor of Physics* (1971)

B.A., Wartburg College, 1966; Ph.D., Iowa State University, 1971

ANTONIA G. IGLESIAS SEARLES—*Assistant Professor of Spanish* (1970)

B.A., University of Salamanca, Spain; M.A., Escuela Normal Superior, Salamanca, Spain; Licenciada en Filosofía y Letras, Universidad de Salamanca, Spain; Diploma Lingua e Literatura Portuguesa, Universidade de Coimbra, Portugal; Certificate in English, University of Cambridge, Cambridge, England

- KENNETH SEBENS — *Assistant Professor of Sociology* (1967)
B.A., Hope College, 1963; M.A., Western Michigan University, 1965; M.S.W., University of Michigan, 1967
- JAMES SEESER — *Assistant Professor of Physics* (1970)
A.B., Drury College, 1965; M.S., University of Missouri, 1967;
Ph.D., University of Missouri, 1970
- FRANK C. SHERBURNE, Jr. — *Assistant Professor of Mathematics* (1959)
B.S., University of Toledo, 1952;
M.S., Michigan State University, 1956
- DAVID SMITH — *Assistant Professor of Art* (1968)
B.A., University of Massachusetts, 1966;
M.F.A., University of Kansas, 1968
- RAYMOND E. SMITH — *Assistant Professor of Physical Education* (1970)
B.S., University of California, Los Angeles, 1961;
M.A., Pasadena College, 1963
- RICHARD L. SMITH — *Instructor in Theatre* (1972)
B.F.A., University of Minnesota, 1969;
M.F.A., University of Minnesota, 1972
- JAMES SNOOK — *Assistant Professor of Sociology and Director of Educational Research* (1969)
B.S., Ohio State University, 1960; M.A., Kent State University, 1963;
Ph.D., Michigan State University, 1972
- DEAN SOMMERS — *Assistant Professor of Mathematics* (1969)
B.S., Huntington College, 1960; M.S., Ohio State University, 1969
- CHARLES A. STEKETEE — *Associate Professor of Mathematics* (1946)
B.A., Hope College, 1936; M.A., University of Michigan, 1937
- JOHN W. STEWART — *Associate Dean for Academic Affairs and Assistant Professor of History* (1967)
B.A., Westminster College, 1956; B.D., Pittsburgh Theological Seminary, 1959; M.A., University of Pittsburgh, 1962
- GISELA STRAND — *Instructor in German* (1969)
Abitur, St. Ursula Oberschule, Hannover, 1959;
M.A., University of Chicago, 1962
- WILSON STRAND — *Assistant Professor in History* (1969)
B.S., University of Nebraska, 1954; M.A., Columbia University, 1957;
Ph.D., Peabody College, 1967
- JOHN TAMMI — *Assistant Professor of Theatre* (1968)
B.A., Gustavus Adolphus College, 1963; M.A., University of Minnesota, 1966

The Faculty

- ELLIOT A. TANIS — *Professor of Mathematics and Chairman of the Department* (1965)
B.A., Central College, 1956; M.S., University of Iowa, 1960;
Ph.D., University of Iowa, 1963
- NANCY TAYLOR — *Assistant Professor of English* (1966)
B.A., Western Michigan University, 1957;
M.A., University of Wyoming, 1959
- HENRY ten HOOR — *Professor of English* (1946)
B.A., Calvin College, 1938; M.A., University of Michigan, 1946;
Ed.D. in English, University of Michigan, 1963
(on leave first semester 1972-73)
- J. COTTER THARIN — *Associate Professor of Geology and Chairman of the Department* (1967)
B.S., St. Joseph College, 1954; M.S., University of Illinois, 1958;
Ph.D., University of Illinois, 1960
- JAMES W. TOEVS — *Assistant Professor of Physics* (1969)
B.S., University of Colorado, 1964; Ph.D., California Institute of Technology, 1970
- WILLIAM VANDERBILT — *Associate Professor of Physical Education and Chairman of the Department* (1967)
B.A., Hope College, 1961; M.A., University of Michigan, 1963;
Ph.D., University of Utah, 1971
- MIKE VANDER PLOEG — *Assistant Professor of Education* (1969)
B.A., Hope College, 1959; M.A., Western Michigan University, 1963
- 236 RICHARD VANDERVELDE — *Associate Professor of Mathematics* (1967)
B.A., Simpson College, 1960; M.S., University of Iowa, 1962;
Ph.D., University of Iowa, 1967
- F. PHILLIP VAN EYL — *Associate Professor of Psychology* (1959)
B.A., Hope College, 1955; M.A., Claremont Graduate School, 1958;
Ph.D., Claremont Graduate School, 1964
- PAUL VAN FAASEN — *Assistant Professor of Biology* (1963) (1969)
B.A., Hope College, 1956; M.S., Michigan State University, 1962;
Ph.D., Michigan State University, 1971
- JOHN VAN IWAARDEN — *Associate Professor of Mathematics* (1961)
A.B., Hope College, 1957; M.A., University of Michigan, 1958
(on leave second semester 1972-73)
- RUTH VAN KAMPEN — *Instructor in Sociology* (1967)
B.A., Western Michigan University, 1965; M.A., Western Michigan University, 1969

The Faculty

- JAMES D. VAN PUTTEN, Jr. — *Professor of Physics* (1967)
B.A., Hope College, 1955; M.A., University of Michigan, 1957;
Ph.D., University of Michigan, 1960
- GORDON J. VAN WYLEN — *President and Professor of Physics* (1972)
A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of
Technology, 1951
- JUDITH A. VICKERS — *Assistant Professor of French* (1969)
B.A., Purdue University, 1962; M.A., University of Illinois, 1964; Diplôme
de Littérature Française Contemporaine, Université de Paris, 1967
- ROBERT C. VICKERS — *Associate Professor of Art and Chairman of the
Department* (1969)
B.A., State University College Geneseo, New York, 1947;
M.A., Columbia University, 1949
- HENRY VOOGD — *Professor of Religion and Chairman of the Department* (1947)
B.A., Hope College, 1941; B.D., Western Theological Seminary,
1944; Th.D., Princeton Theological Seminary, 1947
- HUBERT WELLER — *Professor of Spanish and Chairman of the Department of
Foreign Languages* (1962)
B.A., University of Michigan, 1956; M.A., Indiana University, 1958;
Ph.D., Indiana University, 1965
- F. SHELDON WETTACK — *Professor of Chemistry* (1967)
B.A., San Jose State College, 1960; M.A., San Jose State
College, 1962; Ph.D., University of Texas, 1968
- BROOKS WHEELER — *Assistant Professor of Classical Languages* (1968) 237
B.A., Dartmouth College, 1964; M.A.T., Harvard University, 1965;
M.A., University of Michigan, 1967
- NANCY WHEELER — *Assistant Professor of Classical Languages* (1968) (1972)
B.A., Indiana University, 1964; A.M., Indiana University, 1966;
A.M., University of Michigan, 1968
- JOHN WHITTLE — *Assistant Professor of Mathematics* (1966)
B.A., Western Kentucky University, 1962; M.A., Western Kentucky Univer-
sity, 1963 (on leave 1972-73)
- STEPHEN WILCOX — *Instructor in Psychology* (1970)
B.A., Hope College, 1965; M.A., University of Alabama, 1969
(on leave 1972-73)
- DONALD H. WILLIAMS — *Associate Professor of Chemistry* (1969)
B.S., Muskingum College, 1960; Ph.D., Ohio State University, 1964
- JOHN M. WILSON — *Assistant Professor of Art* (1971)
B.A., St. Olaf College, 1955; M.A., University of Minnesota, 1964

The Faculty

JAMES ZOETEWEE—*Associate Professor of Political Science and Chairman of the Department* (1966)
B.A., Calvin College, 1960; M.A., University of Colorado, 1968;
Ph.D., University of Colorado, 1971

Part-time Teaching Associates

JEAN S. BATTLES — *Art* (1971)
B.A.E. and M.F.A., The School of the Art Institute of Chicago

ANNE BRATT — *English* (1960)
B.A., Calvin College

DONALD CAMPBELL—*Economics and Business Administration* (1969) (1972)
B.A., and M.A., Michigan State University

HELEN DAUSER — *Music* (1968)

MAXINE DeBRUYN — *Physical Education* (1965)
B.A., Michigan State University

KARL ESSENBURG — *Education* (1966)
B.A., Hope; M.A., Western Michigan University

MALLIE FINN — *English and Theatre* (1969)
B.S., University of Minnesota

CAROLYN GRINDSTAFF — *Theatre* (1971)
B.A., Lycoming College, 1965

238 JOHN JACKSON — *Music* (1971)
B.M., Western Michigan University

ROBERTA KRAFT — *Music* (1971)
M.M., Indiana University

CALVIN LANGEJANS — *Music* (1959)
B.A., Hope; M.Mus., University of Michigan

FREDERICK LEASKE — *Education* (1964)
B.A., Hope College; M.A., Michigan State University

DAVID B. OSBORNE — *Communication* (1971)

FRANK S. QUIRING — *Associate Director of Chemistry Summer Institute* (1963)
A.B., Bethel College; M.S., University of Kansas

EUGENE SCHOLTEN — *Psychology* (1958)
A.B., Hope; A.M., Southern California; Ph.D., Michigan State University

The Faculty

- BERTHE VANDENBERG—*French* (1971)
B.A., State University College of Fredonia, New York;
M.A., State University of New York at Buffalo
- ROBERT VANDERHAM — *Sociology* (1947) (1966)
B.A., DePauw University; M.A., DePauw University;
M.S.W., Michigan State University
- DALE VAN LENTE — *Business Administration* (1962)
B.S., University of Michigan
- GAIL WARNAAR — *Music* (1965)
B.Mus., Central Michigan
- FLOYD WESTENDORP — *Psychology* (1969)
B.A., Calvin College; M.D., University of Michigan

Vienna Summer School — 1972 Faculty and Staff

- KARL F. BORSAI — *Assistant Director and German* (1962)
M.A., University of Kansas
- HERBERT FECHTER — *German* (1965)
Matura, Vienna
- PAUL G. FRIED—*Director* (1956)
Ph.D., University of Erlangen
- WILLIBALD KUBICEK — *Literature and Civilization* (1964)
Ph.D., University of Vienna
- WALTER LEITSCH — *East European History* (1964)
Ph.D., University of Vienna
- FELIX MOLZER — *Music* (1961)
M.S., University of Pennsylvania
- ALMA SCARLETT—*Women's Adviser* (1971)
- ANNA SPITZMÜLLER — *Art History* (1970)
Ph.D., University of Vienna
- ROBERT STUDLAR—*Student Assistant* (1971)

The Faculty

Philadelphia Urban Semester — 1971 Faculty and Staff

WILLIAM B. BACHRACH — *Field Supervisor* (1970)

B.A., Harvard College, 1965;

M.A.T., Antioch Putney Graduate School, 1969

GISHA L. BERKOWITZ — *Consultant* (1970)

B.A., Bryn Mawr College, 1948;

M.A.T., Antioch-Putney Graduate School, 1970

STEVENS E. BROOKS — *Director, Div. of Schools* (1970)

WILLIAM RODMAN DAVIS — *Director Community Placement* (1970)

B.S., Temple University, 1960

ROBERT F. De HAAN — *Director* (1956) (1970)

B.A., Calvin College, 1947; Ph.D., University of Chicago, 1951

ROBERTA G. De HAAN — *Supervisor* (1970)

A.B., Calvin College, 1947

EMMA B. FISHER — *Secretary* (1970)

MARY RICHARDS HAMMIL — *Administrative Assistant* (1970)

B.A., Radcliffe College, 1963; M.A., University of Pennsylvania, 1964

RICHARD A. MAYNARD — *Teacher* (1970)

B.S. and M.A., Temple University

ALTON L. RICHARDS — *Coordinator* (1970)

B.S., Cheyney State College, 1957; M.A., Temple University, 1961

JOSEPH C. YARBROUGH, JR. — *Community Placement Supervisor* (1970)

A.B., Virginia Union University, 1954;

M.S.W., Atlanta University School of Social Work, 1956

ADMINISTRATIVE OFFICERS

President of the College

GORDON J. VAN WYLEN*—*President* (1972)

Academic Administration

MORRETTE L. RIDER*—*Dean for Academic Affairs and Professor of Music* (1947)

JOHN W. STEWART*—*Associate Dean for Academic Affairs and Assistant Professor of History* (1967)

PAUL G. FRIED*—*Director of International Education and Chairman of History Department* (1953)

JON J. HUISKEN—*Registrar* (1969)
B.A., Calvin College

Admissions

THOMAS D. LA BAUGH—*Director* (1971)
B.A., Kenyon College; M.B.A., Central Michigan University

PHILIP TOPPEN—*Assistant Director* (1970)
B.A., Hope College; M. Ed., Rollins College

DAVID VANDER WEL—*Assistant Director* (1971)

BILL VANDENBERG, III—*Admissions Counselor and Eastern Representative* (1968)
B.A., Hope College

241

Business and Financial Administration

WILLIAM K. ANDERSON—*Controller* (1966)
B.S., Ferris State College

BRUCE HIMEBAUGH—*Director of Financial Aid* (1970)
B.A. Western Michigan University; M.A. Western Michigan University

*See Faculty listing for degrees

Administration

BARRY L. WERKMAN—*Business Manager* (1967)
B.A., Hope College; M.S., University of Wyoming

Business Services

HENRY BOERSMA—*Project Manager* (1961)

RICHARD HANSEN — *Superintendent of Buildings and Grounds* (1968)

EMERY BLANKSMA, Jr. — *Assistant Superintendent of Buildings and Grounds* (1970)

MARTIN C. STRANG—*Groundskeeper* (1970)
B.S., Michigan State University

E. DUFFIELD WADE — *Book Store Manager* (1954)
R.Ph.

DOROTHY BURT — *Manager of Koffee Kletz* (1945)

Chaplain's Office

WILLIAM C. HILLEGONDS* — *College Chaplain* (1965)

Computer Center

DAVID MARKER* — *Executive Director* (1965)

JAMES SNOOK* — *Director of Educational Research* (1969)

LYLE VELDHEER — *Computer Programmer — Analyst* (1970)
B.S., Michigan State University

KENNETH VINK — *Director of Data Processing and Institutional Research* (1965)
B.S., Calvin College

Development Office

LEE H. WENKE—*Director of Development and Director of Foundation and Corporate Relations* (1968)
B.A., Hope College

*See faculty listing for degrees

Administration

MARIAN ANDERSON STRYKER — *Alumni Executive Secretary* (1957)
B.A., Hope College

J. NORMAN TIMMER — *Director of Alumni and Community Affairs* (1970)
A.B., Hope; M.A., Michigan State

THOMAS L. RENNER—*Director of Information Services* (1967)

WILLIAM K. STONE—*Director of Planned Giving* (1971)
A.B., Harvard College

Director of Laboratories

HENRY BIERLING — *Director of Chemistry Laboratories* (1969)

DREW COMSTOCK — *Director of Physics Labs* (1970)

Library

*LEROY LEBBIN—*Director of Libraries and Associate Professor of Library Sciences* (1969)

*ROBERT GRANT—*Humanities Librarian* (1970)

*CAROL JUTH—*Social Sciences Librarian* (1970)

MARILYN WELCH—*Science Bibliographer* (1971)
B.A., Ohio University

LEONA NYKERK — *Social Sciences Bibliographer* (1966)
B.S. Michigan State University

LINDA VISSCHER — *Humanities Bibliographer* (1970)
B.A. Hope College

DIANE DE JONGE—*Special Projects Bibliographer* (1969)
B.A. Central Michigan University

Student Personnel Services

ROBERT N. DE YOUNG — *Dean of Students* (1965)
B.A., Hope College; M.A., Western Michigan University

*See faculty listing for degrees

Administration

MICHAEL GERRIE — *Associate Dean of Students* (1967)
B.A., University of Dubuque; M.A., Western Michigan University

NONA KIPP — *Associate Dean of Students* (1971)
B.A., Morehead College; M.A. University of Denver

GARY DEMAREST III — *Director of Counseling Center* (1971)
B.A., Cornell University; M.A., Michigan State University

JOHN KLUNGLE — *Director, Academic Equipment Center* (1966)

MYRA ZUVERINK — *Coordinator of Teacher Placement* (1966)
B.A., Hope College

JOHN JACKSON — *Director of Student Activities* (1971)
B.A., Western Michigan University

MARIAN E. BLAKE — *Head Nurse of Clinic* (1962)
R.N., Butterworth Hospital

JESSIE MEENGs—*Clinic Assistant* (1959)
R.N. Blodgett Hospital

MARTHA BLAIN—*Clinic Assistant* (1971)
R.N. Butterworth Hospital

RUTH DYKE—*Clinic Assistant* (1969)
R.N. Butterworth Hospital

JESSE NEWKIRK—*Director of Food Service* (1972)

244 JAMES CASE—*Manager of Food Service* (1971)

DAVID VAN DELLEN — *Manager of Food Service* (1967)

Administrative Office Staff

EXECUTIVE OFFICES

Dean for Academic Affairs Marianne Orzechoski, executive secretary (1966)
Exec. Vice-Pres. & Treasurer Charlotte Mulder, administrative assistant (1953)

ADMISSIONS OFFICE

Helen Voogd, secretary (1966)
Louise Shoemaker, secretary, Director of Financial Aid (1970)
Carol Veldman, secretary (1972)

*See faculty listing for degrees

Administration

BOOKSTORE

Dorothy Plasman, clerk (1966)
Donna Schurman, clerk (1968)
Erma Nykamp, clerk (1969)

BUSINESS OFFICE

Ingrid Jauch, Purchasing (1968)
Ada Kole, switchboard operator (1963)
Gloria Kuipers, switchboard (1969)
Patricia Thompson, accountant (1970)
Ruth Overweg, accountant (1967)
Janet Plakke, payroll (1964)
Evelyn Ryan, secretary to Controller (1966)
Betty Kimberley, accounts payable clerk (1972)
Gloria Rutledge, secretary, project manager (1972)
Catherine Strzysewski, cashier (1971)
Lois Baar, switchboard (1971)
June Botsis, switchboard (1970)
Donna Bradley, switchboard (1970)
Beverly Hoffman, switchboard (1970)

COMPUTER CENTER

Maria Tapia, operations supervisor (1967)
Judy Breen, keypunch operator (1969)

SECRETARIAL SERVICES

Esther Flowerday, manager (1962)
Kathryn Dubas, assistant (1971)
Rose Kraker, assistant (1971)

DEPARTMENTAL OFFICES

Art	Verna Obenchain, secretary (1969)
Biology	Sue Windover, secretary (1971)
Chemistry	Greta McVay, secretary (1968)
	Norma Plasman, secretary (1968)
Education	Diane Kok, secretary (1968)
English	Barbara Schalte, secretary (1972)
Foreign Languages	Leona Plasman, secretary (1959)
Geology	Joyce Plewes, secretary (1969)
History	Dorothy Boer, secretary (1965)
Music	Ruth Michielsen, secretary (1969)
	Berna Deane Faber, library aide (1966)
Physical Education	Helen Heyboer, secretary (1970)
	Norman Japinga, equipment manager (1968)
Psychology	Maxine Mesbergen, secretary (1972)
Physics-Math	Virginia Tilstra, secretary (1971)

DEVELOPMENT OFFICE

Doris Jager, secretary to director of information services (1969)
Edda G. Borsai, secretary Alumni Office (1971)
Eileen Kilmer, secretary (1971)
Betty Siewert, secretary to Director (1972)

Administration

INTERNATIONAL EDUCATION

Alma Scarlett, manager, office
of International Education (1961)

LIBRARY

Gladys Lumbert, circulation desk clerk (1970)
Sally Swecker, catalog clerk (1969)
Marjorie Walcott, secretary (1966)
Elizabeth Witherspoon, interlibrary loan clerk (1970)
Marion Draayer, circulation clerk (1971)
Jane McIntyre, circulation clerk (1972)
Dawn Van Ark, order clerk (1971)

RECORDS OFFICE

Betty Wessels, Records Supervisor (1967)
Marilyn Brouwer, clerk (1969)

STUDENT PERSONNEL SERVICES

Arlene Penrose, secretary to dean of students (1971)

WOMEN'S LEAGUE FOR HOPE COLLEGE

President	Mrs. Ben Viel 6133 Thunder Bluff, Kalamazoo, Michigan 49001
1st Vice President	Mrs. Walter Boerman 834 Washtenaw, N.E., Grand Rapids, Michigan
2nd Vice President	Mrs. Clarence Fortuin 2034 84th Street, Byron Center, Michigan 49315
Recording Secretary	Mrs. Kenneth Cox, Jr. 192 Lakeshore Drive, Holland, Michigan 49423
Corresponding Secretary	Mrs. John Bennink 1122 Vassar Drive, Kalamazoo, Michigan 49001
Treasurer	Mrs. Harvey LePoire 7374 Byron Center Road, Zeeland, Michigan 49464
Assistant Treasurer	Mrs. Henry Boeve R.R. 5, Holland, Michigan 49423
College Representative	Mrs. William Vander Lugt 958 South Shore Drive, Holland, Michigan 49423
1972 Village Square Chairman	Mrs. Clinton Liggett 5130 Windyridge, Kalamazoo, Michigan 49001

ALUMNI ASSOCIATION

BOARD OF DIRECTORS 1971-72

President	John C. Schrier
Vice President	Harold M. Hakken
Secretary	Marian A. Stryker
Treasurer	Clarence Handlogten

DIRECTORS

Gene C. Campbell	Grand Rapids, Michigan
David C. Dethmers	Grosse Pointe Woods, Michigan
Mrs. Delbert N. De Young	Friesland, Wisconsin
Theodore A. DuMez	Arlington, Virginia
Mrs. Philip A. Fredrickson	Clearwater, Florida
Cornelius Groenewoud	Buffalo, New York
Rev. Jack Hascup	Williston Park, New York
Harold M. Hakken	Sepulveda, California
Thomas Houtman	Midland, Michigan
Miss Beth Maassen	South Holland, Illinois
Lester McBride	Kalamazoo, Michigan
Mrs. Roy W. McNiven	Holland, Michigan
Gordon Meeusen	Guilderland Center, New York
Craig Neckers	Clymer, New York
John C. Schrier	Muskegon, Michigan
Frederick Vandenberg	Grand Rapids, Michigan
Thomas Wombwell	Cambridge, Massachusetts

Hope alumni are represented in all fifty states and in more than fifty foreign countries. Organized in 1867 the alumni association numbers approximately 12,000 members. The association has fourteen regional clubs, a professional chapter for men and women of science and a club for athletic letter men. Dr. Earl S. Huyser of Lawrence, Kansas is chairman of the Science Chapter; Jack Baas of Grand Rapids, Michigan heads the Alumni Varsity 'H' Club. Regional groups are organized in Albany-Schenectady, Southern California, Cleveland, Columbus, Denver, Detroit, Kalamazoo, Muskegon, New York City, Philadelphia, Rochester-Buffalo, Grand Rapids, Chicago, and Washington D.C. Women graduates of Hope are eligible for membership in the American Association of University Women.

Marian A. Stryker, secretary, edits the quarterly *Alumni Magazine* which informs alumni and friends of the activities and achievements of Hope Men and Women. It also reflects and interprets the role of the College today. An *Alumni Directory* is published each decade.

The college maintains a spacious home on the campus which serves as a guest house and the alumni office. The office staff keeps up-to-date alumni records. The staff welcomes visits, correspondence, changes of address, and news of promotions, new positions, and of work being done in post graduate schools. The goal of the alumni office is to promote communication and good relations between the alumni and their Alma Mater. Two special days programmed for the return of alumni to the campus are Homecoming in October and Alumni Day, the Saturday before Commencement. The later features class reunions, and an annual alumni dinner.

Appendix

**INTER-COLLEGIATE
ATHLETIC PROGRAM**

ACCREDITATION

HONORS AND AWARDS

ENROLLMENT REPORT

GLOSSARY OF TERMS

CAMPUS MAP

INDEX

CORRESPONDENCE DIRECTORY

INTERCOLLEGIATE ATHLETIC PROGRAM

Purposes and Policies

The faculty has adopted the following statement describing the purposes and policies of the intercollegiate athletic program:

The program of intercollegiate athletics aims not only to teach physical skills but also to make a positive contribution to the whole education of the individual. The program promotes the maintenance of a high degree of physical efficiency, self discipline, and character development, the stimulation of a wholesome college spirit, and the development of the sensory motor skills which will be beneficial throughout life. In addition, the types of group experiences provided are those which afford opportunities for socially acceptable and personally rewarding behavior.

The intercollegiate athletic program of Hope College is governed by the rules of the National Collegiate Athletic Association and the Michigan Intercollegiate Athletic Association.

The faculty athletic committee advises on all matters of policy, and reviews and approves all athletic schedules. These schedules are set up in such a way as to incur the least amount of absenteeism from classes. All decisions of this committee are subject to review by the Academic Dean and the Faculty.

The financial control of the athletic program is similar to that in other departments of the college. Athletic funds are handled by the college Treasurer; athletic expenditures and receipts are included in the budget of the college.

Scholarships or grants-in-aid are available on the basis of academic record and financial need only.

ACCREDITATION

Hope College is accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Association of University Women, the American Chemical Society, and is a member of the National Association of Schools of Music. It maintains membership in the American Council on Education, the Association of American Colleges, the American Association of Colleges for Teacher Education, the Michigan Association of Colleges and Universities and the Mathematical Association of America.

HONORS AND AWARDS

Graduation Honors

Graduation honors will be conferred according to the following regulations:

The degree of Bachelor of Arts, Summa Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.87 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.6 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements and have attained an average of 3.3 quality points.

In no case will an honor degree be awarded to any student who has not taken at least two years of his course in residence at the institution.

Special Awards

SOUTHLAND AWARD FOR WOMEN — A gold medal to the Senior who, in the judgment of a faculty committee, has maintained the highest standard of scholarship in several fields, character, and usefulness during the four years of her college course.

ALMON T. GODFREY PRIZE IN CHEMISTRY — A cash award to the Senior student chosen the outstanding student in Chemistry.

PATTERSON MEMORIAL PRIZE IN BIOLOGY — A cash award to a superior student with a major interest in Biology, whom the Hope College faculty deems most worthy.

DOUWE B. YNTEMA PRIZE — A cash award to the Senior student who has been chosen the outstanding student in Physics.

ALBERT E. LAMPEN MATHEMATICS PRIZE — A cash award to the Senior student chosen the outstanding student in Mathematics.

OTTO VAN DER VELDE ALL CAMPUS AWARD — A gold medal to the Senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

PIETENPOL PRIZE — A cash award to the Senior student who gives promise of greatest success in the Christian ministry.

POST JEWELRY MUSIC AWARDS — Gold keys to Senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

Honors and Awards

A. A. RAVEN PRIZES IN ORATORY — Cash awards, for the two best orations on a subject of patriotic nature delivered by men students of Hope College.

ADELAIDE PRIZE IN ORATORY — A cash award to the winner of an oratorical contest open to all women students on the campus.

J. ACKERMAN COLES DEBATING PRIZES — Gold keys given to upper-class debaters who have achieved special distinction in Pi Kappa Delta.

HERMAN MILLER ART AWARD — A book award given to a Senior most deserving of recognition and encouragement for creative work in the field of visual arts.

SENIOR BIBLICAL AWARDS — The Coopersville Men's Bible Class Prizes, cash awards to senior students who have exhibited superior ability in the field of Biblical study.

SLOAN-STEGEMAN AWARD — Sloan-Stegeman prize, a cash award to senior student who displays promise of greatest success in the field of Christian World Missions.

PETER BOL AWARD — A cash award given to the upperclass student who in the estimation of the Personnel Deans and Counseling Staff has made signal contribution in counseling and helping underclass students and who gives promise of a career of service to youth.

THE EGBERT WINTER EDUCATION AWARDS — Cash prizes to the young man and the young woman in the Senior class who gives promise of making the most significant contributions in the field of teaching.

WILLIAM B. EERDMANS POETRY PRIZE — A cash award for the best creative writing done in poetry during the current year.

WILLIAM B. EERDMANS PROSE PRIZE — A cash award for the best creative writing done in prose for the current year.

GEORGE BIRKHOFF, JR. PRIZE — A cash award, to the student submitting the best work in a designated area of English.

RAY DE YOUNG HISTORY PRIZE — A cash award to the Senior student whose interest, achievement, and promise in history, as indicated by his academic record and a significant piece of historical research, most merit the award.

METTA J. ROSS HISTORY PRIZE — A cash award to the junior student whose interest, achievement, and promise in history, as indicated by academic record and career plans, in the judgment of the history faculty, most merits recognition.

THE MARGUERITE PRINS FRENCH AWARD — A cash award to the Senior whose interest and achievement in the study of the French Language and Literature has been the most significant.

Honors and Awards

ROLF ITALIAANDER JUNIOR PRIZES FOR HISTORY OR POLITICAL SCIENCE — A cash award to a student in the junior class who has shown superior achievement and promise in the area of studies toward the betterment of international and interracial understanding as demonstrated in an essay on a topic assigned for the year by the department of History or Political Science. One copy of the essay is to be given to the donor, who will not act as one of the judges. Books written by Mr. Italiaander will be given to second and third-place winners.

MARGARET OTTE DE VELDER PRIZE — A cash award, to the Junior student who, in the judgment of the political science faculty, has demonstrated unusual interest and promise in political science.

CLASS OF '65 POLITICAL SCIENCE PRIZE — A cash award to be given to the graduating Senior who has excelled in the classroom and, in the judgment of the political science faculty, possesses those qualities of character and personality which give promise of a useful career in public service.

SANDRENE SCHUTT AWARD FOR PROFICIENCY IN LITERATURE — A cash award to be presented to the Senior who has shown outstanding proficiency in English Literature and who expresses the intention of entering the profession of teaching English Literature.

THE EMMA REEVERTS FUND — Provides a grant to a financially needy Senior woman whose academic record is insufficient for scholarship aid. Administered by the Dean of Women.

THE ALLAN C. KINNEY MEMORIAL FUND — Provides an annual cash award to the outstanding graduating senior majoring in Economics or Business Administration. The winner will be selected by the faculty members teaching in these areas on the basis of scholarship, contribution to campus life and promise of an outstanding career.

MARTIN N. RALPH AWARD IN SPANISH — A cash award to the Junior or Senior whose achievement in the Spanish language and literature has been most significant.

JOHN RICHARD VANDER WILT AWARD — A cash award to a deserving student who, in the judgment of the religion and Bible faculty, gives promise of a dedicated service as a minister or missionary.

E.I. du PONT AWARD FOR UNDERGRADUATE RESEARCH IN CHEMISTRY — A cash award to the student who has done the most outstanding research in chemistry.

THE LINDA D. PALMER MEMORIAL AWARD IN FRENCH — An award, in memory of Dr. Linda D. Palmer, Assistant Professor of French, 1966-1971, to the student who, having studied in a French speaking country, demonstrates the greatest promise of excellence in the teaching of French.

Honors and Awards

Fellowship Nominations

MICHIGAN COLLEGE FELLOWSHIP — The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.

MICHIGAN COLLEGE SCHOLARSHIP — Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

UNIVERSITY OF CHICAGO LAW SCHOLARSHIP — The Hope College faculty annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for study of law at the University of Chicago Law School.

ENROLLMENT REPORT

October 7, 1971

	Men	Women	Total
Freshmen	240	341	581
Sophomores	276	287	563
Juniors	292	268	560
Seniors	156	148	304
Specials	39	54	93
	<hr/>	<hr/>	<hr/>
TOTAL	1003	1098	2101

Geographical Distribution of Students

The United States and Territories:

Michigan	1053	Pennsylvania	58
New York	284	Ohio	43
Illinois	194	Indiana	36
New Jersey	187	Wisconsin	29

Also:

Alabama	Kentucky	Puerto Rico
Arizona	Maine	Rhode Island
Arkansas	Maryland	South Carolina
California	Massachusetts	South Dakota
Colorado	Minnesota	Tennessee
Connecticut	Missouri	Texas
Delaware	Montana	Vermont
Dist. of Col.	Nevada	Virginia
Florida	New Mexico	Virgin Islalnds
Hawaii	North Carolina	Washington
Idaho	North Dakota	West Virginia
Iowa	Oklahoma	Wyoming
Kansas	Oregon	

Foreign Countries Represented:

Austria	Ghana	New Zealand
Brazil	Hong Kong	Nigeria
Canada	India	Peru
Denmark	Japan	Singapore
Dominican Republic	Korea	Taiwan
Ethiopia	Mexico	Yugoslavia
France		

GLOSSARY OF TERMS

CREDIT HOURS — The number of hours a course meets each week determines its worth in credit hours. Courses usually run 2, 3, or 4 credit hours a semester, which means classes meet two or three times a week. Since each credit hour of class work requires a minimum of two hours of preparation out of class, two or three hours of laboratory work, requiring no outside preparation, are generally equivalent to one class credit hour.

COMPOSITE MAJOR: A combination of three or more major disciplines, especially arranged for elementary school teachers who are not majoring in one specific area.

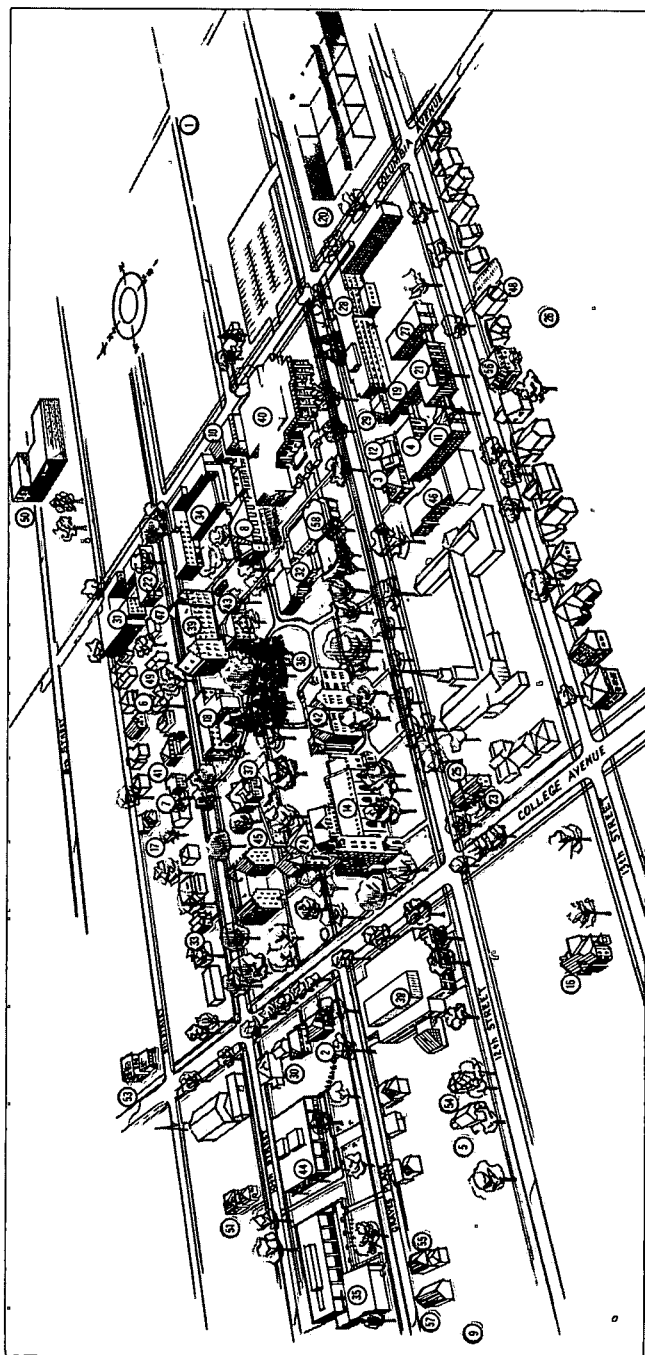
MAJOR — An area of concentration in one particular subject in which the student earns a fairly large amount of required credit hours.

MINOR — The fulfillment of a specified number of credit hours in fields of study related to the student's minor. Applicable only to those students concerned with teacher certification.

PREREQUISITE: The course(s) a student must have taken before he can take the course in question.

SEMESTER: The College year is divided into two semesters: a fall semester beginning in August and a spring semester beginning in January.

SEMESTER HOURS: Semester hours are credit hours. A student must complete 126 credit hours at a point average of 2.00 to be eligible for a degree and the hours must be in the required and elected courses.



- [illegible]

VISITORS ARE ALWAYS WELCOME

Administrative offices are open from 8 a.m. to 12 Noon and from 1-5 p.m., Monday through Friday. The Admissions Office has hours on Saturdays from 9 a.m. until 12 noon. Prospective students and their parents desiring an interview should write or call the Office of Admissions at 214-768-2100.

INDEX

- academic regulations, 77
- academic sessions, 83-92
- academic standing, 78
- academic honors, 251-254
- academic affiliations, 5, 250
- accommodations, living, 24
- accreditation, 250
- ACT (testing program), 50
- activities, student, 34-47
- adding courses, 79
- administrative officers, 241
- admissions, requirements for, 50-53
- admissions, office, 22
- advanced placement, 51
- advisors, Pre-Professional Program, 214
- aid, financial, 54-63
- aims of college, 9-12, 31, 66
- Alpha Epsilon Delta, 40
- Alpha Phi Omega, 40
- Alumni Association, 247
- alumni house, 22
- American Association of Colleges for Teacher Education, member of, 250
- American Chemical Society, affiliate of 42; accredited by, 250
- American Council of Education, member, 250
- American Studies, 75
- anchor (student newspaper), 45
- appeals, for academic exemption, 82
- appendix, 250-257
- Arcadian (fraternity), 43
- archives, 20
- art, courses in, 93-97; exhibits of, 36
- Art Semester in New York, 17, 85, 96-97; 209
- Association of American Colleges, member, 250
- Association of Women Students, 28
- athletics, intercollegiate, (purposes and policies), 250
- attendance, class, 81
- auditing, 80
- awards and honors, 251-254
- baccalaureate, May 12, see Calendar, 3
- bachelor of arts degree requirements, 67
- bachelor of arts degree with major in music, 167
- bachelor of music degree requirements, 165-167
- bands, college, 38; stage, 38
- baseball, 32
- basketball, 32
- Beirut, program at, 92
- Beta, Beta, Beta, 42
- Bible, courses in, 197-201; requirements for a degree, 70
- biochemistry, courses in, 105
- biology, courses in, 98-101; research assistantships in, 83; honor society, 42
- Black Coalition, 39
- Black studies, 76
- board and room fees, 64-65
- board of trustees, 222
- Bogota, program, 91
- bookstore, 22; the Geneva Fund, 59
- botany, courses in, 99
- buildings and campus facilities, see campus map, 256
- business administration, courses, 116-118
- calendar, 3
- campus map, 256
- career planning and placement, 47
- cars on campus, 53
- CEEB (testing program), 50
- center, reading and writing, 127
- Centurian (fraternity), 43
- certification, teacher, 120
- changing courses, 78
- chapel services, 31
- chapels, Dimnent Memorial, 18-19; Schoon Meditation, 21
- chaplain, college, 47
- chemistry, courses in, 102; research assistantships in, 83; summer institutes in, 86; scholarships in, 59; club, 39
- Chicano studies, 76
- choirs, 36, 38
- chorus, 38
- Christian ministry, 127, 215
- church work, 215
- class attendance, 81
- class officers, 28
- classes, schedule of, 83
- Classics, courses in, 132
- classification of classes, 81; of grades, 77
- clinic, health, 21; personnel, 244
- Cluster Curricula, 75
- coaching staff (athletics), 32
- College Board Entrance Examinations, 50
- College Scholarship Service, 54

- college teaching, preparation for, 219
- Collegium Musicum, 38; course in, 172
- commencement, May 13; see calendar, 3
- communication, courses in, 108
- composite major, 71
- computer center, 20
- concerts, 35
- conduct, regulations on, 53
- Contract Curriculum, 72-75
- Cooperative Undergraduate Program for
 - Critical Languages, 84
- correspondence directory, 262
- correspondence credit, 82
- Cosmopolitan (fraternity), 43
- costs, semester fees, 64-65
- Counseling Center, 46
- counseling services, 46
- courses, descriptions of, 93-211; adding and dropping of, 79; repetition of, 78; withdrawal from, 79
- course number guide, 92
- credit hours, 68
- cross country, 32
- cultural affairs, 35
- cultural heritage, requirements for degree, 69
- cum laude honors, 251
- cumulative average, 78
- curricular requirements, 68
- curriculum, 12; offerings of 93-211;
 - Pre-Professional programs, 214-220
- dean for academic affairs, 223; for student affairs, 46, 243-244
- debate, 40
- deferred payment (tuition), 62
- degree program for bachelor of arts, 66-70, 165-167; bachelor of music, 165-167
- Delphi (sorority), 43
- Delta Phi Alpha, 42
- dentistry, pre-professional program, 215
- departmental major, 70
- designated scholarships and grants, 56-61
- DeWitt Cultural Center, 22
- Dimnent Memorial Chapel, 19
- dining facilities, 24
- directories, 222-247
- Dorian (sorority), 43
- dormitories, 24
- drama, 36; courses in, 206-211
- dropping courses; 79
- economics and business administration,
 - courses in, 113-118
- education, courses in, 119-124
- Education Funds, Incorporated, 62
- education and library sciences, courses in, 125
- educational opportunities abroad, 87
- Educational Opportunity Grants, 62
- elementary school teaching, preparation for, 220, 127
- Emersonian (fraternity), 43
- employment, student, 62-63
- engineering, program, 15, 216
- English, courses in, 126-131
- enrollment report, 255
- entrance requirements, 50-53
- Environmental Studies, 76
- Eta Sigma Phi (honor society), 42
- European study programs, 89-90
- evangelism, 31
- exams, schedule, 3
- expenses, student, 64-65
- facilities, campus, 19-25
- faculty advising program, 46
- faculty, 12; roster of, 223-240
- faculty ensembles, 38
- failing marks, 77
- fees, student, 64-65; transcript, 82
- Fellowship of Christian Athletes, 45
- financial aid, 54-63
- food service, 24
- football, 32
- foreign language clubs, 40; houses, 40;
 - courses in, 132-142; requirement for degree, 69-70
- foreign students, admission of, 52-53
- Fraternal (fraternity), 43
- fraternities, 43
- French, courses in, 135-137; club, 40;
 - honor society, 42
- freshmen, admission, 50
- funded scholarships, 57-62
- geography, courses in, 143
- geology, courses in, 144-148; club, 40
- George F. Baker Scholarship, 57
- German, courses in, 137-143; club, 40;
 - honor society, 42
- GLCA programs, 17, 84-85, 87-88, 92
- glossary of terms, 256
- golf, 32
- government, student, 28
- grade average, 77; system 77
- graduate study, preparation for, 214-220

Index

- graduate credit, 86
graduation awards and honors, 251-254
grants, 54-62
grants-in-aid, 55
Graves Hall, 21
Great Lakes Colleges Association member
 of, 17; programs, 84-85, 87-88, 92
Greek, courses in, 133
Grenoble, language program at, 90
guidance, 46-47
gymnasium, Carnegie, 21
- Higher Horizons, 43
history, courses in, 149-153
Holland, Michigan, 24
honor societies, 40-42
honors and awards, 251-254
Hope College, historical sketch, 5; purposes,
 9-48
Hope College Band, 38
Hope College Chapel Choir, 36
Hope College Oratorio Chorus, 38
Hope College Orchestra, 38
Hope College Symphonette, 36
Hope College Stage Band, 38
Hope College Piano Trio, 38
Hope College String Quartet, 38
Hope College Woodwind Quintet, 38
housing, 24
housing regulations, 53
- illness, 21
incompletes, 77
Institute of European Studies, programs of,
 87
Intercollegiate Athletic Program purposes
 and policies of, 250
interdisciplinary studies, courses in,
 154-158
Interfraternity Council, 43
international education, 15-17; programs
 available, 87-92
International Relations Club, 39
intramural sports, 34
- Japan, junior year in, 93
jobs, campus, 62-63
journalism; opportunities for students 45;
 courses in 110-111, 127
junior standing, 81
junior year abroad, 15, 90
- Kappa Chi (sorority), 43
Knickerbocker (fraternity), 43
- Lambda Iota Tau, 42
Latin, courses in, 133-134
Latin American program, 91
law, preparation for, 127, 216
librarianship, 127, 217
library, Van Zoeren, 19
linen service, cost of, 64
linguistics, courses in, 139
literary review, student written, 49
literature, course in, 128-130
load, student study, 81
loans, 61-62
- magna cum laude honors, 251
major, departmental, 70; composite, 71;
 for education student, 72
map of campus, 256
marking, system of, 77
master-plan of new and proposed
 buildings, 27
Mathematical Association of America,
 member of, 250
mathematics, courses in, 159-164; require-
 ments for degree, 69; summer institute,
 86; club, 40
Meiji Gakuin program in Japan, 92
men's intramural sports, 34
merit scholarships, 55
Michigan Association of Colleges and
 Universities, members of, 250
Michigan Higher Education Assistance
 Authority, 62
Michigan Intercollegiate Athletic
 Association, 32, 250
Michigan Intercollegiate Speech League, 39
Michigan Scholars in College Teaching,
 program of, 219-220
Michigan Scholarship & Tuition grant
 program, 56
Milestone, The (yearbook), 45
Ministry of Christ's People, 31
minority studies, 76
Mortar Board (honor society), 40
motor vehicles, 53
music, courses in, 165-172; fees for
 private lessons, 64
- NCATE, accredited by, 250

- National Association of Schools of Music accredited by, 250
- National Collegiate Athletic Association (NCAA), 250
- National Defense Student Loans, 61
- National Science Foundation Summer Institutes, 86
- newspaper, student, 45
- New York Art Semester, 17, 85, 96-97, 209
- non-returning students, 78
- North Central Association of Colleges and Secondary Schools, accredited by, 250
- Nykerk Hall of Music, 21
- Opus, The (literary review), 49
- oratory, competitive, 40
- orchestra, 38
- organizations, student, 36-40
- Pan Hellenic Board, 43
- Parent's Confidential Statement, 54
- pass-fail courses, 79
- Phi Alpha Theta, 42
- Phi Beta Kappa, 40
- Phi Mu Alpha Sinfonia, 42
- Philadelphia, semester in, 17, 85, 157-158
- philosophy, courses in, 173-177
- physical education, courses in, 178-181; requirements for degree, 70
- physics, courses in, 182-187
- physics-mathematics building, 20
- Pi Delta Phi, 42
- Pi Epsilon Delta, 42
- Pi Kappa Delta, 42
- placement service, 47
- political science, courses in, 188-191
- Pre-Professional Programs, 214-220; advisors for, 214
- Pre-Medical Society, 39
- Presidential Scholar Program, The, 54-55
- probation, (academic standing), 78
- professional education sequence, 119
- professions, preparation for, 214-220
- programs for talented students, 83
- Psi Chi (honor society), 42
- psychology, courses in, 192-196; club, 42
- psychology-sociology composite major, 72
- public speaking (see department of communication), 108
- publications, student, 45
- quality point average, 77
- radio, campus, 45
- reading center, 127
- readmission, 52
- Reformed Church, affiliation with, 5; grants, 55-56
- refunds, 65
- registration, see calendar, 3
- regulations, academic, 67-70; campus, 53
- religion, courses in, 197-201; requirements for degree, 70
- religious life on campus, 31
- residence requirement, for degree, 68
- residence halls, 24; see campus map, 257
- room and board fees, 64-65
- Russian, courses in, 140
- scholarships, 54-61; Presidential, 54-55
- Schoon Meditation Chapel, 21
- science, requirement for degree, 69
- secondary school teaching, preparation, 220, 127
- semester hours, 77
- semesters, see calendar, 3
- Senior Honors Projects, 80
- senior seminar, requirements for degree, 70
- senior standing, 81
- service organizations, 43-45
- services, worship, 31
- sessions, academic, see calendar, 3
- Sibylline (sorority), 43
- Sigma Delta Pi, 42
- Sigma Xi, 42
- soccer, 32
- social science, requirements for degree, 69
- social ministries, 31
- social work, preparation for, 219
- sociology, courses in, 202-205
- sophomore standing, 81
- sororities, 69
- Sororis' (sorority), 43
- Spanish, course in, 140; honor society, 42; club, 40
- speech, competitive, 40
- speech, course in, see communication, 108
- sports, 32; statement of purposes and policies, 250
- standards, academic, 66-72
- Student Congress, 28
- student activities, 35, 47
- student expenses, 64-65
- student-faculty committees, 28
- student government, 28

Index

- student load, 81
- Student National Education Association, 43
- summa cum laude honors, 251
- summer sessions, 17, 85; for international students, 86; for high school teachers of chemistry and mathematics, 86; S.T.E.P. program, 86
- system of grading, 77
- talented students, programs for, 83
- teachers, certification for, 120
- teacher placement service, 47
- tennis, 32
- theatre, 36; courses in, 206-210
- three-two program engineering, 15, 216
- TOEFL, admissions requirement for foreign students, 52-53
- track, 32
- transcript of record, 82
- transfer students, 51; record of, 52
- trial session, 86
- trustees, board of, 222
- Upward Bound Program, 87
- Urban Semester in Philadelphia, 17, 85, 157-158
- urban studies, 76
- Vienna summer school, 89; semester, 90
- visitors, 257
- vocational placement service, 47
- WTAS, campus radio, 45
- waivers, academic, 82
- Washington Semester Plan, 84
- Wichers addition to Nykerk Hall of Music, 20-21
- withdrawal from college, 78; from courses, 79
- Women's Athletic Association, 34
- Women's Intramural sports, 34
- Women's League for Hope College, officers of, 246
- Women's sports activities, 34
- work opportunities, 62-63
- work load, academic, 81
- worship, 33
- writing center, 127
- Young Democrats, 39
- Young Republicans, 39
- Yugoslav-American Exchange, 91

CORRESPONDENCE DIRECTORY

Officers of the College will be happy to answer questions. For prompt attention inquiries in specific areas should be addressed:

Admissions and Financial Aid

Admissions and financial aid requirements, campus jobs, application forms, catalogs, etc.

Offices of Admissions & Financial Aid

Educational Program, Transcripts, Academic Reports

Information on courses of study, requests for transcripts and correspondence regarding transfer work or withdrawal.

The Registrar

Student Services

Information about enrolled students — general welfare, health, counseling services.

Dean of Students

Business Matters

Payment of college fees, repayment of student loans and other business matters.

Business Manager

The Development Program

Information on annuity investment opportunities, gifts, and bequests.

Director of Development

Vienna Summer School and Study Abroad

263

Director of International Education

Summer School Program

Information about admissions, fees, course offerings, etc. (Summer catalog printed in March)

Director of Summer School

General Information and Policy

Matters other than those previously specified.

The President

HOPE AT A GLANCE

GENERAL INFORMATION

LOCATION:	Holland, Michigan, a city of 27,000 located five miles from Lake Michigan. Approximately 165 miles from Chicago, Illinois, and Detroit, Michigan.
TYPE:	Private, co-educational, undergraduate, liberal arts college.
ORIGIN:	Founded by Dutch settlers in 1866.
GOVERNING BODY:	28-member Board of Trustees. Four members elected by alumni, two by faculty, and two non-voting student representatives.
ENROLLMENT:	2,101 students representing 43 states and 19 foreign countries. 1,001 men, 1100 women.
DENOMINATIONAL AFFILIATION:	Independent, self-governing liberal arts college retaining ties with the Reformed Church in America. Voluntary chapel services are held each day.
HOUSING:	College owned and operated dormitories and fraternity houses.
PHYSICAL PLANT:	Major buildings—25 on approximately 45 acres of land.
CALENDAR:	Semesters.

ACADEMIC INFORMATION

A member of the Great Lakes Colleges Association. (Hope, Albion, Kalamazoo, Wabash, Earlham, DePauw, Oberlin, Wooster, Kenyon, Ohio Wesleyan, Dennison and Antioch.)

FACULTY:	148 full-time faculty. 63% have Ph.D.'s or terminal degrees.
STUDENT-FACULTY RATIO:	15-1.
AREAS OF CONCENTRATION:	Bachelor of Arts and Bachelor of Music Degrees. Varied curriculum including 32 major fields, study abroad, and semester and summer programs in various places. In addition, pre-professional training, a three-two engineering program and teacher certification.
LIBRARY:	140,600 volumes, 4,975 reels of microfilm and 1,270 periodicals. The Inter-Library Loan Service provides access to volumes not on hand in our library.
GRADUATE SCHOOL:	Nearly 50% of HOPE's students go on to graduate school. Last year HOPE graduates received three Woodrow Wilson Fellowships, six National Defense Education Assistance Fellowships, one National Science Foundation Award and one Danforth Foundation Fellowship, in addition to graduate fellowships, scholarships and assistantships offered by the nation's leading graduate schools.

PLACEMENT SERVICES:

The college operates a career planning and placement office for graduates and undergraduates. This placement service is centered around counseling and outreach programs into industry, business, and educational school systems.

HONORARIES:

Alpha Epsilon Delta (Pre-Med), Mortar Board, Beta Beta Beta, (Biology), Delta Phi Alpha, (German), Lambda Iota Tau (English), Phi Alpha Theta (History), Phi Mu Alpha Sinfonia (Music), Psi Chi (Psychology) and Phi Beta Kappa.

ATHLETIC INFORMATION

VARSITY:

Competes in nine different varsity sports with members of the MIAA Conference, (Hope, Alma, Albion, Olivet, Calvin, Kalamazoo and Adrian.) members of the GLCA and other independent colleges. Sports include soccer, cross-country, football, basketball, wrestling, baseball, golf, tennis and track.

INTRAMURAL:

Competition held in twelve different sports throughout the school year.

FINANCIAL

ENDOWMENT:\$ 2,121,000

PLANT VALUE:\$ 15,039,000

YEARLY COSTS OF ATTENDING HOPE:

Tuition	\$ 1,895	Board	\$ 560
Fees	\$ 75	Total Costs	\$ 2,960
Room	\$ 430		

FINANCIAL ASSISTANCE:

Available to admitted students based upon individual need as determined by the Parents' Confidential Statement of financial need. 63% of all currently enrolled students receive aid ranging from \$100 to \$2,960. The average award is \$1,074.

JOBS:

35% of the student body during 1971-72 held some kind of employment which was obtained through the college.

OTHER FACTS TO BE CHECKED

1. Hope College ranks first in Michigan in undergraduate preparation of persons entering the scholarly professions. (*The Younger American Scholar*)
2. HOPE leads all colleges in Michigan in production of graduate Ph.D.'s (*National Academy of Science*)
3. HOPE ranks 14th in the nation among all colleges and universities in proportion of male students receiving M.D. degrees. (1950-59)
4. HOPE ranks among the top 15% of all colleges and universities in the nation in the number of students graduated from a pre-medical program. (*Student Progress Through Medical School Origins and Progress of Each Medical School Student*)

HOPE COLLEGE / HOLLAND, MICHIGAN 49423